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PROCUREMENT PLANNING PRACTICES AND ORGANIZATIONAL PERFORMANCE OF PUBLIC TECHNICAL VOCATIONAL EDUCATION TRAINING INSTITUTIONS IN SOUTH RIFT REGION, KENYA

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ST. PAUL'S UNIVERSITY

A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS AND LEADERSHIP STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF BUSINESS ADMINISTRATION (PROCUREMENT AND SUPPLY CHAIN MANAGEMENT SPECIALIZATION) OF ST. PAUL'S UNIVERSITY.

NOVEMBER, 2024

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DECLARATION

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DEDICATION

This dissertation is dedicated to my family; Mercy Towett, Vincent Kigen, Kennedy Korir who supported me throughout my studies. I also dedicate it to my colleagues who took held down the fort for me at work to enable me attend lectures.

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ACKNOWLEDGEMENT

God's unprecedented favour has assisted me to successfully complete this programme. I take this opportunity to thank my supervisor. Dr. Mary Karie Kibuine and Mr. Elijah Kariuki for providing guidance on this dissertation and being available for consultation whenever required. Special thanks to all the participants who responded to the questionnaires. I also thank my fellow colleagues for their words of encouragement and advice during the research period. My gratitude goes to my husband, son and daughter for their support and understanding throughout the academic journey. To my parent who cherish education and showed me the way of the academic journey.

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ABBREVIATIONS AND ACRONYMS

EDI	Electronic Data Interchange
ICT	Information Communication Technology
KATTI	Kenya Association of Technical Training Institutions
NACOSTI	National Commission for Science, Technology and Innovation
PROCONVE	Program for Automobile Vehicle Air Pollution Control
RFID	Radio Frequency Identification
TTIs	Technical Training Institutes
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
VTCs	Vocational Training Centres

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OPERATIONAL DEFINITION OF KEY TERMS

Effective Procurement Planning Practices: This is the adoption and implementation of well-structured and strategic processes by institutions to identify, acquire, and manage the necessary learning and teaching materials**.**

Needs identification: This is the process of discovering a customer's requirements, constraints, pain points and motivations

Organizational performance: This refers to how well an organization is doing in achieving its vision, mission, and goals.

Performance: Performance, in the context of this study, refers to the overall effectiveness and efficiency of an institution in delivering education and training.

Procurement Planning: This is the systematic process of identifying the goods or services required by an institution, determining when they are needed, specifying the appropriate cost, and selecting the suitable vendors or sources for procurement.

Sourcing strategy: This is the development stage of the Sourcing strategy process which involves making key decisions about where and how to buy while minimizing risk and cost

Stakeholder involvement: This entails engaging individuals, groups, and organizations impacted by or having an interest in a project or organization.

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Supplier selection: This is a critical aspect of business operations, involving a systematic approach to identifying, evaluating, and choosing vendors to provide necessary goods and services

Technical and Vocational Education and Training Institutions: These are educational establishments that specialize in providing practical and skill-based training in various technical and vocational fields.

Technology Diffusion: - In the context of this study, this refers to the process by which institutions integrate modern technologies into traditional procurement models.

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ABSTRACT

Technical and Vocational Education and Training (TVET) institutions offers specialized training in technical and skilled trades, boosting a country's productivity and competitiveness. They promote creativity and problem-solving, promoting technological growth and economic diversity. This study set out to establish the influence of procurement planning practices on the organizational performance of public TVET institutions in the South Rift Region. The following objectives guided the study: To determine the influence of needs identification on organizational performance of public TVET institutions in South Rift Region. To determine the influence of sourcing strategy development on organizational performance of public TVET institutions in South Rift Region. To assess the influence of suppliers selection on organizational performance of public TVET institutions in South Rift Region. To examine the influence of stakeholders involvement on organizational performance of public TVET institutions in South Rift Region. The study was anchored on Technology Diffusion and Stakeholder theories. The descriptive research design was adopted and the target population comprised of principals, procurement staff, and department heads. Census survey was adopted. A structured questionnaires was used to collect data. Study results showed that needs identification, sourcing strategy development, suppliers' selection and stakeholders' involvement, had a positive statistically significant effect on organizational performance of public TVET institutions in South Rift Region. The study concluded that needs identification, sourcing strategy, supplier selection, and stakeholder involvement were vital for improving the performance of public TVET institutions in the South Rift Region. The study therefore recommended that, first TVET institutions should enhance needs identification by collaborating with industries, using feedback mechanisms, and integrating labor market data. Secondly, implement comprehensive sourcing strategies with industry partnerships, labor market analysis, and diversity emphasis and finally prioritize reliable, competitively priced suppliers with detailed specifications, timely delivery, and strong after-sales support. Further studies should investigate its impact on organizational performance in public TVET institutions across different regions and analyze their effects in various educational contexts and compare private versus public TVET institutions.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter provides the background of the study which highlights the issue in focus at global, regional and within Kenya. It specifically discusses the concept of procurement planning as the independent variable and performance as the dependent variable. The motivation of the study is discussed and further elaborated in statement of the problem. The objectives and questions showed what the study sets out to achieve. Significance and rationale point out why it is important to conduct the study while, limitation and scope of the study indicates the borders within which the study operated.

1.2 Background of the Study

Technical institutions, often referred to as Technical and Vocational Education and Training (TVET) institutions, play a vital role in societies around the world (Sebola, 2022). These institutions offer specialized training and education in various skilled trades and technical fields, equipping individuals with the knowledge and practical skills necessary to enter specific workforces. TVET institutions are prevalent across all continents, catering to diverse needs and contexts. Developed nations utilize them to fill critical skill gaps in their industries, while developing countries heavily rely on them to empower their youth with employable skills and contribute to economic growth (Bikse et al., 2022).

In Africa, the role of public TVET institutions is particularly crucial. With a growing youth population and a rapidly developing economy, Africa faces a significant demand for skilled labour (Gyimah, 2020). TVET institutions play a key role in

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addressing this demand by providing relevant training programs, promoting entrepreneurship, and contributing to the continent's overall socio-economic development.

Technical Institutions are divided into three categories. Firstly, there are Technical schools and colleges which offer specialized programs in various fields, such as engineering, automotive technology, information technology, healthcare, agriculture and hospitality (Sahasrabudhe & Bhagat, 2021). Secondly, there are vocational schools which focus on specific trades and occupations, providing hands-on training in areas such as carpentry, welding, hairdressing, and tailoring. Thirdly, there are Polytechnics which offer a broader range of programs, combining technical and academic education, often leading to diplomas or associate degrees (Bentum-Micah et al.,2024).

TVET graduates are equipped with the skills and knowledge sought after by employers, leading to higher rates of employment and better career prospects (Adams, 2019). A skilled workforce is essential for economic development. By providing relevant training, TVET institutions contribute to a nation's competitiveness and productivity. TVET can provide individuals with the skills and qualifications they need to escape poverty and improve their social standing. Technical education fosters a culture of problem-solving and innovation, which is crucial for technological advancement and economic diversification (Khilji & Roberts, 2022).

The performance of public TVET institutions in Kenya varies widely. Some institutions are performing very well, while others are struggling (Ngware et al., 2024). There are a number of factors that contribute to the performance of public TVET institutions, including: The quality of teaching. The quality of teaching is one

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of the most important factors that contributes to the performance of public TVET institutions. TVET institutions with high-quality teaching are more likely to produce graduates who are skilled and employable (Rajadurai et al., 2018). TVET institutions need adequate resources to provide quality education. These resources include: Well-trained teachers, Up-to-date equipment, Appropriate facilities and Sufficient funding (Saeed et al.,2022). According to Comyn (2018), reforms are having a positive impact on the performance of public TVET institutions. However, there is still more work to be done. The government needs to continue to invest in TVET institutions and to provide them with the resources they need to succeed. The community also needs to continue to support TVET institutions (Kanwar et al.,2019).

As Technical and Vocational Education and Training (TVET) institutions continue to play a vital role in preparing individuals for the labor force, their performance has become an essential concern. Improving TVET institution's performance is crucial not only for the students they serve but also for economic growth as a whole (Ngware et al, 2022). There are ineffective procurement practices leading to delays in service delivery and negatively impact outcomes. This is particularly significant in TVET institutions, where the lack of training for tutors on the proper utilization of learning and teaching resources can affect the effective delivery of education (Lund & Karlsen, 2020).

Procurement planning entails determining the necessary goods or services for an organization, the timing of their requirement, the appropriate pricing, and the suitable suppliers (Ivanov et al, 2021). The importance of effective procurement planning practices cannot be overstated since these practices can significantly influence the performance of institutions. When procurement processes are poorly managed or

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executed inadequately, this could lead to delays in service delivery and ultimately affect outcomes negatively (Wilson, 2019). Effective procurement planning practices have a significant influence on the overall performance of public TVET institutions (Mosomi et al., 2014).

Therefore, it is important for TVET institutions to adopt effective procurement planning practices that ensure adequate provision of learning and teaching materials such as textbooks, laboratory equipment, computers, among others (Edokpolor & Dumbiri, 2019). This would result to a well-equipped institution with necessary tools required by students during their studies. Additionally, Mapanga and Garidzirai (2021) suggested that intelligent technologies can improve value chain management through efficient procurement processes leading to reduced costs, agility, flexibility and resiliency within public sector organizations. Henceforth there needs to be an integration between modern technology systems into traditional procurement models used by many TVETs so that they remain competitive with other private sector industries while also still focusing on quality outcomes due its unique educational environment (Bozkurt et al., 2020).

Furthermore, Gachunga (2020), stated procurement planning as an essential process aimed at documenting frameworks guiding future objectives required for organizational growth or development over time. This information serves as valuable insight towards adopting best practices when making procurements decisions especially where budgets are limited. Furthermore, it provides a sound argument for instituting long-term plans driven by clear goals since this keeps everyone focused (Kim et al.,2018). A logical approach from top management down should be adopted

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whereby inputs align with set targets before any short-term purchases are made (Xiang & Chin, 2021).

The motivation of the study was to address the importance of effective procurement planning practices in Technical and Vocational Education and Training (TVET) institutions. The study aimed at integrating modern technology systems into traditional procurement models used by many TVETs to remain competitive with other private sector industries while focusing on quality outcomes due to its unique educational environment. The question that the study sought to answer is on how the TVET institutions could adopt effective procurement planning practices to ensure the adequate provision of learning and teaching materials, integrate modern technology systems, and remain competitive with other industries.

1.2.1 Procurement Planning Practices

Procurement planning practices are the systematic processes and strategies employed by organizations to effectively acquire the goods, services, and works needed to achieve their objectives. It serves as a roadmap, outlining the steps involved in identifying requirements, selecting suppliers, negotiating contracts, and managing the delivery and payment of goods. These practices can have a significant influence on the performance of public TVET institutions (Hassan et al.,2019).

Procurement planning is a critical aspect of public procurement systems worldwide. It involves strategic decision-making to ensure efficient and effective acquisition of goods, works, and services. Effective procurement planning leads to cost savings, improved service delivery, and transparency in the procurement process (Uyarra et al., 2020). Companies sourcing globally often face challenges such as low supply chain responsiveness, high logistics costs, unstable supply, and quality concerns (Johnson &

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Haug, 2021). Procurement planning must consider these factors and develop strategies to mitigate risks. Analyzing opportunities from a skill, experience, and cultural perspective is key to deploying an agile supply chain.

Sustainable procurement is gaining importance globally as a strategic approach to integrate economic, social, environmental, and governance considerations. Many countries are using public procurement as a policy lever to address sustainability challenges. Procurement planning should incorporate sustainable practices, such as considering resource consumption, employee rights, and ethical behavior.

In Africa, procurement planning plays a vital role in driving socio-economic development. The Public Procurement and Asset Disposal System in Kenya, for example, has evolved to align with international standards, emphasizing fairness, transparency, competitiveness, and cost-effectiveness. The National Public Procurement Policy in Kenya aims at enhancing value for money, promote local content, and engage stakeholders for continuous improvement in procurement processes.

In Kenya, studies have focused on the influence of procurement planning on the effectiveness of procurement processes in public universities and state corporations. For instance, Jackson and Ombui (2018) focused on effects of procurement planning on service delivery in state corporations in kenya: A case of Kenya agricultural and livestock research organization. Nyaboke (2016) studied on procurement planning practices and service delivery of state corporations in Kenya. Rono (2013) focused procurement planning and service delivery in state corporation in Kenya. Factors affecting service delivery in Kenyan state corporations include corruption, infrastructure challenges, limited skilled personnel, and the need for effective

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procurement planning. Strategic procurement planning significantly impacts service delivery in county governments, highlighting the importance of proper management of public resources and adherence to procurement processes for socio-economic growth (Wandera et al.,2023).

The aspects of procurement planning in this study comprised of needs identification, sourcing strategy development, suppliers' selection and stakeholders' involvement. It also plays a crucial role in ensuring cost-effective and efficient procurement processes. Advanced planning, scheduling, and bulk purchasing are key elements that result in significant cost savings, efficient business operation, and increased value for money (Ivanov et al.,2021). Effective procurement planning enables organizations to determine their needs accurately and efficiently source goods or services at the most competitive prices.

Needs identification is the first and most important step in the procurement process. It is important to identify the needs of the institution accurately and completely in order to ensure that the procurement process is successful (Edler & Yeow, 2016). The first step is to identify the stakeholders who were affected by the procurement. This includes both internal and external stakeholders, such as employees, customers, suppliers, and government agencies (Mariadoss et al.,2016).

Once the needs have been identified, the institution can develop a sourcing strategy. This involves determining the best way to obtain the required goods and services, such as through competitive bidding or direct negotiation with suppliers (Bienhaus & Haddud, 2018). Sourcing strategy development is the process of determining the best way to obtain the required goods and services. This involves considering a number of factors, including the type of goods or services being procured, the quantity of goods

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or services being procured, the budget for the procurement, the timeline for the procurement, the risk tolerance of the organization and the relationship with the supplier (Thai, 2017).

After developing a sourcing strategy, the institution can select suppliers. This involves evaluating potential suppliers based on factors such as price, quality, and delivery time, and choosing the supplier that best meets the institution's needs (Faisal & Raza, 2016). The factors that can be considered when evaluating potential suppliers include price, quality and delivery time. The price of the goods or services being procured is an important factor to consider (Kamble & Raut, 2019).

Involving stakeholders in the procurement process helps ensure that the institution's needs are met and that the procurement process is transparent and fair. Stakeholders may include staff, students, and external partners (Leal et al.,2019). Stakeholder involvement can help organizations make better decisions about their procurement needs. By getting input from a variety of stakeholders, organizations can gain a better understanding of the needs of their users and the market. Stakeholder involvement can help increase transparency in the procurement process (Akaba et al.,2020).

1.2.2 Organizational Performance

Organizational performance can be defined as the ability of an organization to meet its objectives while maximizing the use of its resources effectively (Katuse, 2018). Achieving high organizational performance is essential for long-term success and competitiveness in today's dynamic business environment. Measuring organizational performance involves assessing various levels within the organization. This evaluates how well employees perform their assigned tasks. It focuses on team dynamics and the collective output of team members.

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In addition, it ssesses performance across different departments to ensure alignment with overall organizational goals (Lee et al., 2022). To measure organizational performance in Technical and Vocational Education and Training (TVET) using specific indicators such as student completion rates, student learning outcomes, faculty qualifications and experience, teaching methodologies and resources, and learning facilities and equipment, a structured approach is necessary.

1.2.3 Technical and Vocational Education and Training Institutions in South Rift Region

Technical and Vocational Education and Training Institutions (TVET) offer technical and vocational education and training programs to students in the South Rift region. The Technical and Vocational Education and Training Authority (TVETA) is responsible for regulating and coordinating training in the country through licensing, registration, and accreditation of programs, institutions, and trainers (Osumbah & Wekesa, 2023). The Kenyan TVET sector comprises of National Polytechnics, Technical Training Institutes (TTIs), Vocational Training Centres (VTCs), Technical Trainer Colleges, and any other category specified by the Cabinet Secretary, Ministry of Education Science and Technology (Koech, 2018). The effectiveness of TVET in bridging the skills gap has been studied in Rwanda, and the TVET Qualification Framework has been developed to harmonize skills obtained from TVET institutions with employment (Diop, 2020). The establishment of TVET centers of excellence can help improve TVET performance, and the Kenya Association of Technical Training Institutions (KATTI) is working to promote skills development in the South Rift region (Mugalo, 2022).

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TVET institutions are rapidly gaining attention as a crucial solution to the ever-growing unemployment crisis in Kenya (Keter, 2018). These training centers offer market-driven programs that equip students with practical skills necessary for immediate entry into various industries. In recent times, TVET institutions have become an essential part of Kenya's education system and are playing an increasingly critical role in addressing youth unemployment (Nyerere, 2018). The South Rift Region of Kenya is home to several Technical and Vocational Education and Training (TVET) institutions, which play a crucial role in enhancing technical skills for the job market. The region includes at least 6 notable TVET institutions. The institutions in the South Rift Region are categorized into,Technical Training Institutes (TTI), Technical and Vocational Colleges (TVC) and National Polytechnics. This region has seen significant growth over time which is attributed to its proximity to urban areas and increased government support towards vocational training.

Technical Vocational Education and Training (TVET) institutions in the South Rift region of Kenya play a crucial role in providing knowledge and skills for employment, particularly in the context of entrepreneurial development. However, these institutions face challenges such as lack of quality training, underutilization of innovation techniques, and inadequate infrastructure, including information communication technology (ICT) resources. The TVET system in the South Rift region emphasizes the importance of practical entrepreneurship curriculum, attitude towards entrepreneurship through innovation, and regular use of ICT.

1.3 Statement of the Problem

Public TVET institutions in the South Rift Region of Kenya are underperforming, hindering their ability to deliver effective skills training and support regional

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economic development. This is characterized by low enrollment rates, with most trainees being KCPE holders and those who did not finish form four. TVET institutions lack adequate facilities and equipment, which negatively impacts the quality of practical training they can provide (Cheruiyot, 2022). There is also a shortage of qualified TVET instructors, forcing many institutions to hire unqualified staff (Wausi, 2018).

Procurement planning practices play a critical role in ensuring TVET institutions have the necessary facilities, equipment, to deliver high-quality training. However, many public TVET institutions in the South Rift Region struggle with ineffective procurement planning. This leads to inadequate facilities, outdated equipment, and a lack of qualified instructors (Njoroge, 2022). Poor procurement planning also limits the ability of TVET institutions to offer a wide range of courses and respond to the evolving needs of industries (Moodie et al., 2019).

The mismatch between the skills taught in TVET institutions and those demanded by industries in the South Rift Region is of great concern. Graduates often struggle to secure jobs due to a lack of practical, industry-relevant skills (Cheruiyot, 2022). This skills gap hinders economic growth and development in the region, as industries find it difficult to find qualified workers (Rotich, 2020). It also prevents individuals from obtaining the skills necessary to secure employment and improve their livelihoods.

Despite the importance of procurement planning in the performance of TVET institutions, there is limited research linking procurement practices to TVET outcomes. Most studies have focused on broader challenges facing the TVET sector, such as outdated curricula, inadequate funding, and accessibility barriers for marginalized groups (Njoroge, 2022; Murgor, 2023; Adams, 2019; Terblanche, 2017;

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Iqbal, 2021; Gyimah, 2020). However, the specific role of procurement planning practices in shaping TVET performance remains understudied.

This study sought to address the research gap by investigating the influence of procurement planning practices on the performance of public TVET institutions in the South Rift Region. By examining the relationship between procurement planning and TVET performance the study provided insights into how effective procurement practices helped TVET institutions overcome challenges and deliver high-quality training that meets the needs of industries and learners.

1.4 Objectives of the Study

1.4.1 General Objective

The study aimed to determine the influence of procurement planning practices on organizational performance of public TVET institutions in South Rift Region

1.4.2 Specific Objectives

i. To assess the influence of needs identification on organizational performance of public TVET institutions in South Rift Region.
ii. To determine the influence of sourcing strategy development on organizational performance of public TVET institutions in South Rift Region.
iii. To evaluate the influence of suppliers selection on organizational performance of public TVET institutions in South Rift Region.
iv. To establish the influence of stakeholders involvement on organizational performance of public TVET institutions in South Rift Region.

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1.5 Research Questions

i. What is the influence of needs identification on the performance of public TVET institutions in the South Rift Region?

ii. How does sourcing strategy development influence the performance of public TVET institutions in the South Rift Region?

iii. What is the influence of supplier selection on the performance of public TVET institutions in the South Rift Region?

iv. How does stakeholder involvement influence the performance of public TVET institutions in the South Rift Region?

1.6 Significance of the Study

The study provided insights into the impact of procurement planning practices on the performance of public TVET institutions in the region. On the light of impact on performance,the study highlights that effective procurement planning directly improves the operational performance of public TVET institutions. By adopting structured procurement practices, these institutions can better manage resources, reduce costs, and improve service delivery.

The findings serve as a crucial resource for policymakers and government agencies, emphasizing the need for robust procurement frameworks. This information can lead to the development of policies that support effective procurement strategies, ultimately fostering better educational outcomes in public institutions.

This research adds to the existing body of knowledge by exploring the relationship between procurement planning and institutional performance. It provides a foundation for future studies and discussions in academic circles regarding best practices in public procurement.

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The study outlines practical implications for improving procurement processes. It suggests that institutions should focus on strategic planning, staff training, and compliance with regulations to enhance their procurement efficacy.

1.7 Rationale of the Study

The rationale of the study on the practices on the performance of public TVET institutions in South Rift Region is to provide insights into the procurement planning practices that are effective in improving the performance of public TVET institutions (Keter et al, 2018). The study is important because procurement planning is a critical aspect of institutional performance, and effective procurement planning practices can lead to better performance of public TVET institutions. The study also contributed to the body of knowledge on procurement planning practices and their impact on the performance of public TVET institutions, which can inform future research and academic work in this area.

1.8 Delimitation and Limitation of the Study

The study faced various limitations and delimitations. Reaching a truly representative sample of public TVET institutions across the South Rift Region was difficult due to resource constraints, time limitations, or accessibility issues. The study employed a well-defined sampling strategy like stratified random sampling to ensure diverse representation.

Procurement data might be sensitive or unavailable due to institutional policies or record-keeping practices. Respondents could have provided inaccurate or incomplete information. To overcome the limitations, the study secured permission and approvals from relevant authorities to access data. Clear and concise questionnaires that minimize ambiguity and response burden were designed. Pilot test of the

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questionnaire was done with a small group to identify and address any issues with the research instrument. Emphasis on confidentiality and anonymity to encourage honest responses was done The study considered triangulating data with other sources like interviews or document analysis.

Isolating the specific impact of procurement planning on performance amidst other influencing factors like leadership, funding, and infrastructure could be difficult. The study used developed measures with clear operational definitions. There was also control of other relevant variables in the analysis through statistical techniques.

1.9 Scope of the Study

The study sought to establish the influence of procurement planning practices on organizational performance of public TVET institutions in South Rift Region. The independent variables were operationalized into four; needs identification, sourcing strategy development suppliers selection and stakeholders involvement. The dependent variable was procurement performance of public TVET institutions. The study was conducted among technical and vocational education training institutions in South Rift Region, Kenya. The study was done from June 2023 to August 2024. This study adopted descriptive survey research design.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This Chapter provides a comprehensive review of the empirical literature relevant to the study. It explores key themes and objectives, highlighting how they align with the research focus. Additionally, the Chapter critiques the existing literature, examining the foundational concepts that underpin the study. By synthesizing these elements, it establishes a clear context for the research and identifies gaps that the current study aims to address.

2.2 Theoretical Review

The present study was anchored on Stakeholder Theory. Stakeholder Theory, emphasizes the importance of considering the interests and perspectives of all entities affected by an organization's activities (Freeman, 1984).

2.2.2 Stakeholder Theory

Stakeholder theory is a notion of organizational management and business ethics that addresses morals and values in managing an organization. The stakeholder theory, initially proposed by Freeman (1984), aims to identify and analyze the various groups that have an interest in a corporation. It provides a framework for management to consider and address the concerns and interests of these stakeholders (Jawahar & McLaughlin, 2018). Essentially, it aims to tackle the concept of determining who or what holds true importance. According to the conventional perspective on businesses, the stakeholders of a company refer to the individuals who own the company. The company is obligated to prioritize their interests and work towards enhancing their value, as per fiduciary responsibilities. Stakeholder theory posits that various entities,

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such as government bodies, political groups, trade associations, trade unions, communities, financiers, suppliers, employees, and customers, are also involved in the matter. Competitors can be considered stakeholders if they have the ability to impact the company and its other morally legitimate stakeholders (Gesteland,2005). The theory was applicable to the study because it involves a stakeholder, such as project managers or TVETS and county government, assigning tasks to their employees to ensure that selected suppliers act in the best interest of the general public and provide goods that offer good value for money.

2.3 Empirical Review

This section presents review of past studies done on the influence of needs identification, sourcing strategy development, suppliers' selection and stakeholders' involvement on organizational performance of public TVET institutions.

2.3.1 Needs Identification and Performance of Technical and Vocational Education and Training Institutions

Njenga (2023) conducted a study that empirically examined the relationship between needs identification processes and academic outcomes in public TVET institutions in Kenya's Nairobi Metropolitan Area. The findings indicate that institutions that engage in thorough needs identification processes tend to have better academic outcomes and overall institutional performance. The study also highlights the empirical evidence for the importance of involving industry stakeholders and employers in the needs identification process to ensure the relevance of the training programs offered by the public TVET institutions.

Dennis et al. (2022) empirically investigated the relationship between needs identification and the performance of public TVET institutions in Kenya. The study

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found that institutions that conducted comprehensive needs assessments were empirically shown to be better equipped to tailor their procurement plans and curricula to meet the specific demands of their students and the local industries. As a result, these institutions reported higher rates of student satisfaction and improved graduate employability, as evidenced by the data collected in the study.

Chamadia and Shahid (2018) empirically demonstrated that needs identification plays a crucial role in the development and functioning of Technical and Vocational Education and Training (TVET) institutions. Their study provided empirical evidence that accurate and comprehensive needs identification helps institutions align their resources and programs with the demands of the labor market and the community, leading to improved performance and effectiveness. In the context of the South Rift Region, where TVET institutions are expected to contribute significantly to the region's socio-economic development, the empirical findings from this study highlight the importance of understanding the influence of needs identification for their success.

Ali et al. (2021) empirically examined the implementation of a need's identification process in a TVET institution in the South Rift Region, finding a positive correlation between the identified needs and subsequent improvement in students' employability and career advancement. The study provided statistical evidence that effective needs identification is a collaborative process that involves the active involvement of various stakeholders, including educators, industry experts, and local authorities. Abarca-Gómez et al. (2017) empirically demonstrated the importance of engaging industry partners in the needs identification process, as industry input is valuable in identifying the latest technological advancements, emerging skill requirements, and changes in

the job market, thus ensuring that TVET institutions align their procurement plans with current industry demands.

Newton et al. (2019) empirically explored the impact of stakeholder engagement in the need's identification process on TVET institutions' performance. The study showed that TVET institutions that actively involved industry representatives, local authorities, and educators in the needs assessment process were more successful in aligning their programs with the dynamic demands of the job market, as evidenced by the data collected. Such engagement facilitated the development of relevant and up-to-date curricula that catered to the changing skill requirements of industries, thus enhancing graduates' readiness for employment, as supported by the empirical findings (Jackson & Meek, 2021).

Chen et al. (2018) empirically demonstrated that a proactive and well-planned needs identification process can lead to cost-saving benefits for TVET institutions. Their study provided statistical evidence that by accurately identifying the necessary resources and avoiding unnecessary purchases, institutions can allocate their budget more efficiently. This, in turn, can positively impact their financial performance and resource allocation, leading to better educational services for their students, as supported by the empirical findings.

Coletti et al. (2020) empirically explored the significance of effective data collection and analysis in the need's identification process. Their study indicated that data-driven decision-making in TVET institutions positively influenced the alignment of educational offerings with the region's skill demands, as evidenced by the data collected. By use of both qualitative and quantitative research methods by Coletti et al. (2020), these institutions gained valuable insights into the local industries'

requirements, enabling them to make informed procurement planning decisions, as supported by the empirical findings.

Ismail et al. (2020) conducted an empirical study that investigated the cost-saving benefits of effective needs identification in TVET institutions. They found that institutions that accurately identified their requirements and avoided unnecessary purchases reported improved financial performance, as evidenced by the data collected. By allocating their resources efficiently, these institutions were better equipped to invest in high-impact areas, such as staff training and modern equipment, leading to improved educational services for their students, as supported by the empirical findings (Sadeghnezhad et al., 2018).

Sönnichsen and Clement (2020) empirically demonstrated that government policies and regulations play a significant role in supporting the needs identification process and the subsequent procurement planning. Their study provided statistical evidence that supportive policies can facilitate partnerships, funding, and collaborations between TVET institutions and industries. Policy frameworks that encourage continuous feedback and program evaluation contribute to the ongoing improvement of TVET offerings, as supported by the empirical findings (Chege et al., 2020).

The empirical studies reviewed highlight the importance of engaging relevant stakeholders in the need's identification process for its success. Newton et al. (2019) emphasized that the empirical evidence for the importance of engaging employers, local communities, and policymakers to obtain a comprehensive understanding of the region's skill demands. These stakeholders can provide valuable insights into emerging industries, technological advancements, and market trends, guiding TVET institutions' procurement planning decisions.

2.3.2 Sourcing Strategy and Performance of Technical and Vocational Education and Training Institutions

Sourcing strategy development is a critical component of supply chain management that focuses on optimizing procurement processes to align with an organization's business objectives (Frederico et al.,2021). Sourcing strategy emphasizes long-term supplier relationships, total cost of ownership, and continuous improvement rather than merely seeking the lowest purchase price.

Sourcing strategy has been recognized as a key driver for an organization's survival and growth (Jajja et al., 2016). Greer (2021) emphasized that an organization's success is largely determined by its sourcing strategy, which should be integrated into the procurement practices of the buying organization to support or even advance their competitive advantages. Mbaru et al. (2018) examined the impact of Sourcing strategy practices on the performance of parastatals in Kenya, focusing on the Kenya Airport Authority. The study employed a descriptive research design and a questionnaire with both open-ended and closed questions. The findings indicated that strategic outsourcing had a positive and statistically significant impact on the performance of parastatals in Kenya. However, the study also found that inventory management alone had no significant impact on the performance of parastatals in Kenya (Agu et al., 2018). This effect was more pronounced when inventory management was combined with other strategic procurement practices, such as Strategic Outsourcing, Reverse Logistics, and Knowledge Management, but the integration did not make a significant contribution to the performance of parastatals in Kenya.

Munanu (2017) investigated the impacts of Sourcing strategy on organizational performance in Kenya, using the Kenya Police Service Training College Officer

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Stores Embakasi as a case study. The study utilized a case study research design with quantitative methods. A census sampling technique was employed, and quantitative data was analyzed using descriptive statistics (frequencies and percentages). The findings revealed that Sourcing strategy at the Kenya Police Service positively contributed to cost efficiency (Alamayreh et al., 2019). The study established that outsourcing at APS somehow positively contributed to improved productivity. It was concluded that Sourcing strategy at APS positively influenced Performance. It was recommended that Sourcing strategy at APS should be improved to enhance cost efficiency, productivity, and profitability.

Misigo et al. (2018) studied the role of Sourcing strategy on an organization's performance, using the Jomo Kenyatta University of Agriculture and Technology as a case study. The descriptive research design was used in conducting this study. The findings showed that Sourcing strategy enabled the organization to achieve strategic advantage and simultaneously served as a means to alleviate a business condition or problem in a more efficient and effective manner. Although Sourcing strategy was crucial to the university, the respondents indicated that quality of goods and services was the most highly rated factor, followed by cost of goods and services, timely delivery of supplies, effective procurement process, and finally supplier relationship in that order. The performance of Sourcing strategy was shown to be influenced by poor planning, failure to adhere to procurement plans, and inadequate financing. It was concluded that quality products and services played a very significant role in determining the organization's performance due to its high rating by the respondents. It was also concluded that the cost of goods and services influenced its competitiveness (Shahzad, 2020).

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Sourcing strategy differs from traditional purchasing in its focus and execution, offering several obvious benefits (Johnson et al., 2021). Traditional purchasing focuses on purchase price, while Sourcing strategy focuses on the actual cost to the customer. Sourcing strategy benefits both buyers and suppliers. It benefits buyers by allowing them to negotiate lower unit costs for high-volume purchases, thereby reducing cost of goods sold and maintaining the ability to price their products competitively. It benefits suppliers by enabling them to offer a significant portion of their output, which makes planning easier and provides long-term cash flow visibility (Rebecca & Amaravadi, 2016).

Sourcing strategy has been shown to result in cost reduction, productivity increases, quality improvement, and return on investment. Considering sourcing as strategic has been viewed as a driver for company growth. Sourcing strategy allows an organization to share information with its suppliers in real-time with the aim of cutting the cost of materials, minimizing inventory, reducing shortages, and speeding up deliveries. Sourcing strategy can reduce costs by consolidating purchases with a limited number of suppliers and by allowing the centralized purchasing departments to leverage negotiating power through a purchase of increased volume (Agnihotr et al., 2016). Sourcing strategy can also help reduce ordering costs of procurement orders, thereby reducing inventory handling costs (Stecca et al., 2016).

Sourcing strategy can be adopted to evaluate suppliers, particularly company's capabilities and quality management. Companies should develop a productive relationship with strategic suppliers, and buyer-supplier relationships can be a source of competitive advantage if companies combine resources in unique ways (Koorn & Koorn, 2017). Sourcing strategy encompasses a wide range of activities, including

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developing an overall sourcing strategy, evaluating and selecting suppliers, procuring materials/services, and managing supplier relationships. Sourcing, if properly structured, can effectively combine the core competencies of a given firm with the skills and capabilities of its suppliers. Sourcing decisions are critical for any organizations that aims at capitalizing on its core competencies and outsource other activities in order to gain and maintain competitiveness (Nast, 2016).

2.3.3 Supplier Selection and Performance of Technical and Vocational Education and Training Institutions

Stević et al. (2020) found that the dynamic business environment has transformed the supplier selection process from a traditional technical and operational function to a more strategic role. To improve the firm's competitiveness, the technical team responsible for evaluating and selecting suppliers should include members from different organizational functions such as accounting, operations, procurement, marketing, and IT. When selecting a supplier, it is crucial to consider the price of goods and services and the total costs involved (Rezaei et al., 2016). Implementing competitive selection initiatives can enhance the efficiency and effectiveness of procurement, leading to improved performance (Priyanka & Singh, 2020).

According to Bäckstrand et al. (2019), when selecting a supplier, the purchasing company must assess the supplier's organizational structure, as this significantly impacts factors such as risk and lead times. To assess quality performance, it is necessary to determine factors such as ISO 9000 accreditation, supplier innovation, and technological levels.

Ehsanifar et al. (2016) emphasize the importance of evaluating the suppliers' geographical location, capabilities, and facilities before their selection. This

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assessment significantly affects their ability to deliver and helps prevent unnecessary delays. Effective suppliers should demonstrate the attainment of sales and marketing objectives, strong financial performance, successful accomplishment of current organizational goals, and a well-defined strategy for adapting to the technology-driven era (Mwikali & Kavale, 2012).

According to Osoro et al. (2016), selection can be advantageous to an organization by implementing competitive sourcing initiatives such as tenders, bidding, supplier analysis, and supplier-firm collaboration. These initiatives are most effective in ensuring the optimal supplier selection, thereby enhancing supply chain performance. It is crucial to note that supplier selection practices must consider important principles in order for the organization to achieve improved procurement performance from this exercise. According to Broitman et al. (2016), it is crucial to give significant consideration to the principles of transparency, accountability, and value for money. According to Shelar (2016), honesty, fair competition, and adherence to ethical standards significantly impact the overall performance of an organization's supply chain.

Choosing suppliers based on their level of technological integration, such as EDI and RFID, as well as their ability to identify a need, is crucial for enhancing a firm's competitiveness and flexibility in terms of payment, freight charges, discounts, and order frequency. A study conducted by Lin et al. (2022), according to Hardayanna et al. (2017), suggests that the selection of suppliers should be based on their availability and their ability to maintain relationships.

Various scholars have varying perspectives on supplier service. For example, Bharadwaj et al. (2020) examined service in terms of the supplier's capacity to offer

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after-sales service, specifically focusing on claims policies. Anyona (2011) noted that warranties serve as a means of providing additional service to the buyer. Lin et al. (2022) asserts that a supplier's service level is determined by the provision of technical support, product customization, and the speed at which they respond to demand. In addition, Koganti et al. (2019) emphasize that a supplier who has a shorter lead time, delivers products on time, and has efficient communication channels is more advantageous to collaborate with.

Wangari and Charles (2022) indicated that supplier quality commitment positively affects the performance of state corporations in Kenya. This finding suggests that TVET institutions should prioritize suppliers who demonstrate a strong commitment to quality, as this can enhance educational outcomes. Waithaka and Kimani (2021) showed that supplier competence is significantly correlated with organizational performance. For TVET institutions, selecting suppliers with high technical capabilities can lead to improved educational resources and training programs.

The capacity of suppliers also plays a crucial role in the performance of state corporations. Mbeche (2023) found a positive relationship between supplier capacity and performance metrics, emphasizing the need for TVET institutions to assess suppliers' capabilities to meet educational demands effectively. Financial stability of suppliers is another essential criterion. Institutions that partner with financially viable suppliers are likely to experience fewer disruptions in service delivery, which is vital for maintaining consistent educational standards (Sharma & Joshi, 2023).

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2.3.4 Stakeholders Involvement and Performance of Technical and Vocational Education and Training Institutions

Stakeholders are individuals or organizations who are directly involved in a project or whose interests may be affected by the project's execution or completion. They also have the ability to influence the project's goals and outcomes (Kerzner, 2017). Effective communication of appropriate messages ensures that stakeholders understand the assistance the project requires from them while also comprehending their expectations. Stakeholders have a vested interest in the final result of the project, which can be based on personal inclination, legal entitlement, or possession. Rights can be categorized as legal or moral ownership forms within a given circumstance (Dwyer et al., 2023).

A study conducted by Nizam (2021) on interviewing managers of twenty (20) distinct projects in the energy, aerospace, and chemical industries showed that involving stakeholders in problem-solving is preferable to using a vertical management structure. The managers considered communication among themselves to be an essential requirement. Additionally, Bechtel et al. (2021) identified several crucial project variables for success, including well-defined goals, clear roles, teamwork values, adaptability to changing needs, and team commitment. To effectively manage the potential impact of projects, it is necessary to identify and understand the power and influence of legitimate and valid stakeholders (Magassouba et al., 2019).

Stakeholder identification is a crucial step in project planning, involving the identification of individuals and groups who are either involved in the project or was affected by it. Once identified, appropriate strategies can be developed and implemented to maximize the positive impact of stakeholders. Failure to establish a

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clear link between risk management and stakeholder management has resulted in numerous project failures (Hughes et al., 2017).

Scharbrodt (2019) stated that involving stakeholders in identifying the Program for Automobile Vehicle Air Pollution Control (PROCONVE) project led to enhancements in reducing pollutant emissions, making PROCONVE applicable to buses and trucks manufactured since early 2012. Every participant has an impact on the company and contributes to the success of the project. Stakeholders articulate the objective of enhancing decision-making processes by creating and providing the essential tools, data, and training required for project implementation (Fudge et al., 2016).

2.3.5 Organizational Performance of Public TVET Institutions

Akhtar et al. (2011) investigated the effect of organizational learning on the performance of higher education institutes in Pakistan, emphasizing the significant relationship between continuous learning and organizational performance. Their study revealed that institutions fostering a culture of continuous learning tend to have better adaptability to changes in the educational environment, leading to improved service delivery and enhanced overall performance. The findings highlighted the importance of creating a learning-oriented organizational culture, where knowledge sharing, skill enhancement, and innovation are encouraged as core practices.

Moreover, the literature review by Korir and Erastus (2022) delves into critical success factors, institutional culture, and curriculum delivery in public TVET institutions in the North Rift Region of Kenya. This study aimed to analyze the correlation between critical success factors and curriculum delivery processes, the impact of institutional culture on curriculum delivery, and the moderating role of institutional culture on critical success factors in TVET institutions.

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Endende et al.,(2022) emphasized how the implementation of TVET strategies affects the performance of technical and vocational training institutions, focusing on factors like funding, skills, technology, and management. Janis et al. (2021) concluded that knowledge creation practices significantly influence employee performance in TVETs, highlighting the importance of knowledge management practices in enhancing performance. Maina and Muathe (2023) aimed to evaluate the effects of strategy implementation on the performance of public TVET institutions, emphasizing the need for strategic interventions to revitalize the performance of these institutions.

Alkhodary (2023) noted that top management plays a crucial role in defining the mission, goals, and strategic direction of organizations, impacting their long-term performance and execution of strategic plans. Ngwato (2020) indicated that adequate financing is essential for successful strategy implementation in TVET institutions, as lack of funds can lead to underperformance due to insufficient facilities and resources. Obeso et al. (2020) show a significant impact on organizational performance, emphasizing the importance of knowledge creation and utilization for improved outcomes. Mwangi (2020) indicates that staffing policies influence the organizational performance of TVET institutions, highlighting the importance of human resource management in enhancing the overall performance.

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2.3.6 Summary of the Gaps

Based on review of empirical literature, several research gaps emerged which further strengthen the justification for conducting this study. For instance, Njenga (2023) lacked specific details on needs identification process thus presenting a conceptual gap. Dennis et al. (2022) focused on the whole of Kenya and therefore the need to narrow down to South Rift Region. This indicated a contextual gap. The study by Ali

et al. (2021) was limited in terms of sample size.Coletti et al. (2020) did not specify data collection methods and the study by Abarca-Gómez et al. (2017) lacked empirical findings. These studies presented methodological gaps.

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Table 1 Summary of Reviewed Literature

Authors	Topic	Objectives	Methodology	Findings	Gaps
Njenga (2023)	Needs identification and performance of TVET Institutions	- Link needs identification to academic outcomes	- Adopting a questionnaire survey approach, data was collected from 170 TVET teachers drawn from six TVET institutes in Kenya's Nairobi Metropolitan Area	- Better needs identification leads to better performance	Conceptual Gap - Lacks specific details on needs identification process
Dennis et al. (2022)	Relationship between needs identification and TVET institution performance in Kenya	- Investigate impact of needs identification	- The study employed descriptive design in which a sample of 384 respondents was drawn from a total population of 10000. Structured questionnaires were used in collection of data.	- Comprehensive needs assessments improve student satisfaction & employability	Conceptual Gap - Lacks specific details on organizational performance
Ali et al. (2021)	Implementation of needs identification process in a TVET institution in the South Rift Region	- Examine needs identification & employability	- Descriptive research methodology was employed by the study and data were collected using questionnaire, interview, and focused group discussions with the respondents.	- Effective needs identification improves employability	Methodological Gap- Limited sample size (one institution)
Coletti et al.	Comix: Comparing	- Importance of data in	- The analysis was	- Data-driven decisions	Methodological Gap-

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(2020)	Mixing Patterns in The Belgian Population During and After Lockdown.	needs identification	based on repeated cross-sectional contact survey data collected in a standardized international	improve alignment with skill demands	Doesn't specify data collection methods
Abarca-Gómez et al.(2017)	Needs Identification & Industry Involvement	- Importance of industry involvement	- The method used is a qualitative analysis of the phenomenon of link and match TVET and industry.	- Industry input ensures programs align with current demands	Methodological Gap - Lacks empirical data

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2.4 Conceptual Framework

Conceptual framework is a product of qualitative processes of theorization (Kivunja, 2018). Procurement planning practices is made up of four measures, which include needs'identification, sourcing strategy, suppliers' selection and stakeholder involvement. Dependent variable was performance of public TVET institutions. The figure below shows the conceptual framework that is used to determine the relationship between independent and dependent variables.

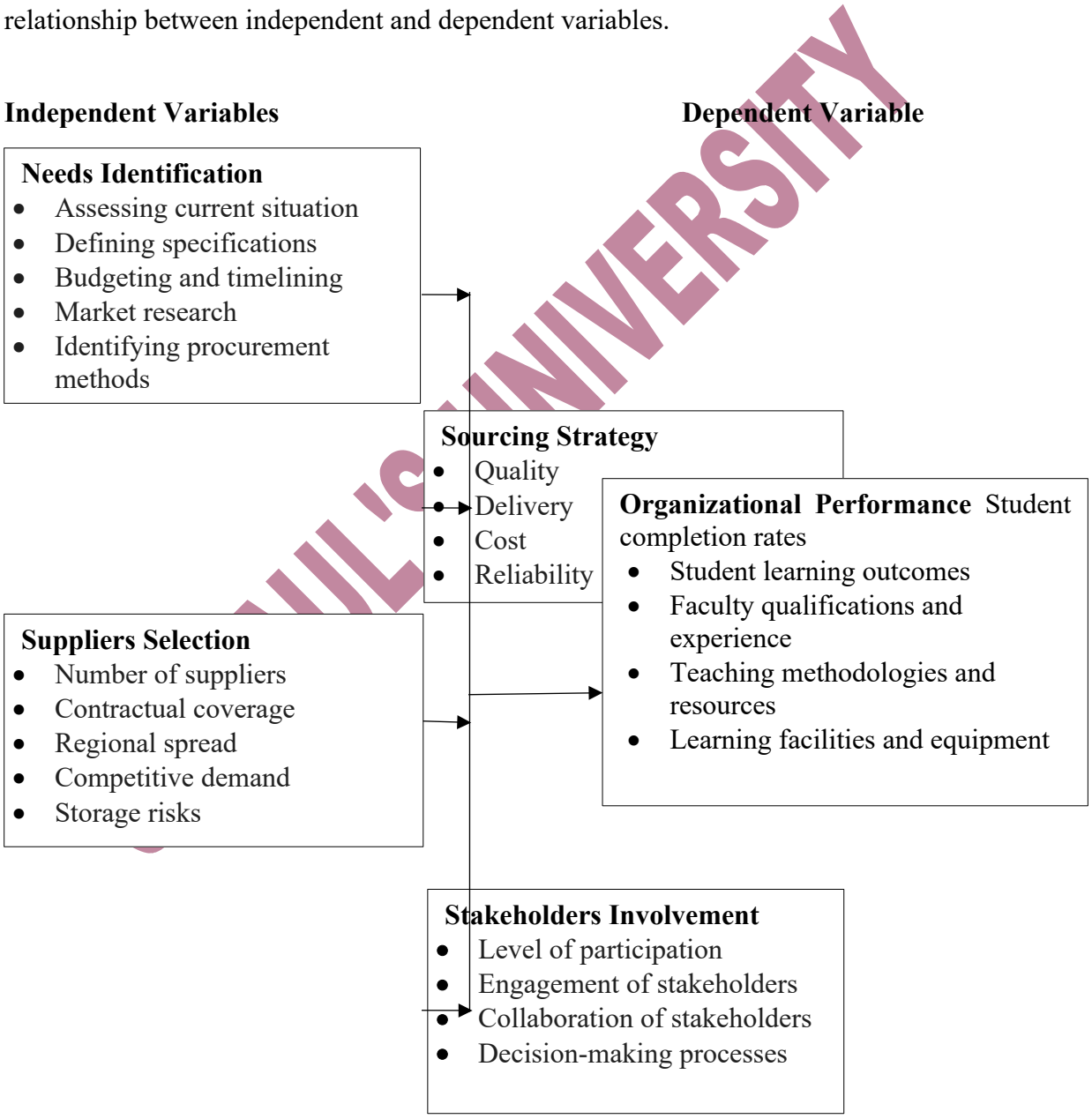


Figure 1 Conceptual Framework

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter provides a comprehensive overview of the research design, study population, sample and sampling techniques, research instruments, data collection procedures, validity, reliability, data processing, and ethical considerations.

3.2 Research Design

Creswell (2018) defines research designs as structured research approaches that offer explicit instructions for procedures within a research sample, encompassing qualitative, quantitative, and mixed methods techniques. The study utilized a descriptive research design to gather, quantify, analyse, and interpret data in alignment with the objectives. The purpose of utilizing a descriptive research design in the study was to establish the influence of procurement planning practices on the organizational performance of public TVET institutions in the South Rift Region is to systematically obtain information that accurately describes the current state of procurement practices and their impact on institutional performance. Descriptive research design, involved observing, documenting, and analysing the behaviours, characteristics, and attributes of a particular group or phenomenon without manipulating variables. In this context, the research aimed to answer the what, when, where, and how questions regarding procurement planning practices and their relationship to the performance of public TVET institutions. This approach allowed for the comprehensive description of the current procurement practices, challenges, and their effects on the overall performance of public TVET institutions in the South Rift Region.

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3.3 Target Population

According to Asiamah et al. (2017) a target population is a group of individuals, from which samples are taken. The target population comprises the principals, procurement staff and department heads in the 6 public TVET institutions as presented in Table 1 because they are key in procurement planning and execution and therefore, they are likely to have the data required to achieve the objectives of the study.

Table 2 Target Population

Target	Population
Principals	6
Procurement staff	18
Department Heads	29
Total	53

Source: TVET Institutions Reports (2024)

A census was taken, meaning that data was collected from every individual within the target population rather than a subset. Since the target population was relatively small (only six institutions), a census allowed for complete data collection, ensuring that all relevant perspectives are captured. By including every member of the target population, the findings are more likely to reflect the true characteristics and insights of the group, reducing sampling error. In this context, conducting a census was more efficient than sampling, as it eliminates the complexities associated with selecting a representative sample and managing potential biases.

3.4 Data Collection

3.4.1 Data Collection Procedure

The researcher undertook a reconnaissance visit to the South Rift region where the public TVET institutions are located to familiarize with the study areas and make appointments with the principals and identified persons. A research permit to

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undertake the research was sought from National Commission for Science, Technology and Innovation (NACOSTI). The permit was presented to the county Directors of Education and county commissioners in various counties to enable the researcher to obtain an introductory letter for the principals of public TVET institutions and industry. The researcher then proceeded to the public TVET institutions with the documents and data collection instruments ready to collect data. The researcher got all of the filled-out questionnaires and take them back for coding and analysis.

3.4.2 Data Collection Instrument

Data collection involves gathering information from participants to answer specific research questions (Creswell, 2012). In this study, the primary data collection instrument used was a structured questionnaire. This instrument is particularly effective because it consists of closed-ended questions, allowing for the collection of quantifiable data that can be easily analyzed. Questionnaires are data collection instruments and this study used a structured questionnaire which composed of closed structured items. The questionnaire contained the following sections Section A: Demographic information, Section B: Influence of Needs Identification on Organizational Performance. Section C: Influence of Sourcing Strategy Development on Organizational Performance. Section D: Influence of Suppliers Selection on Organizational Performance and Section E: Influence of Stakeholders Involvement on Organizational Performance. Section F: Organizational Performance of Public TVET Institutions. They are convenient to use because they are able to gather large amounts of data from many subjects with less cost. Above all they are easily administered and analyzed. In this study, the target population were literate and therefore it was unlikely to have difficulties responding to the questionnaire items. The questionnaires were

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administered to all respondents in the study. The researcher used self-administered questionnaires where respondents fill out the questionnaire independently, which was delivered through in-person distribution.

3.5 Pilot Study

A pilot test was done among public TVET in North Rift, Kenya, where 10% of the sample size, or 35 respondents was used (Maiyaki & Mokhtar, 2011). North Rift is a different region from South Rift and therefore, was appropriate for pilot study. The respondents from the pilot were excluded from the main study. The findings were tested for validity and reliability consequently used to adjust the questionnaire that was used for collecting data.

3.6 Validity and Reliability

3.6.1 Validity

Validity means how well an instrument measures a construct or variable (Cooper & Schnilder, 2011). It is how accurate, true, and useful the conclusions are that are drawn from the data from a tool or scale for each construct in the study. The content validity of the research questionnaire was ensured through consultation with experts in procurement guidance from university supervisor, presentation of the project to panel of experts and by reading literature review widely. This helped improve the research instruments before the main study was done in the field.

3.6.2 Reliability

Reliability is the degree to which you can count on the research questionnaire to get the same results every time questionnaires is used. With the assistance of SPSS programme, the study used the Cronbach's Alpha coefficient to establish the extent to which the items in the questionnaire are consistent in eliciting same responses every

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time they are administered. If the coefficient is 0.70 or higher, the research questionnaire was considered reliable (Sreevidya & Sunitha, 2011)

3.7 Data Analysis and Presentation

After data collection, data processing, analysis and data presentation was conducted. This involved a series of actions performed on the data in terms of sorting, checking and editing for completeness and consistency. Data collected was coded, edited and analyzed through the Statistical Package for Social Science (SPSS) software version 25. The collected data was analyzed using descriptive and inferential statistics. Descriptive statistics was frequency, percentages, means, and standard deviations while inferential statistics involved correlation analysis and multiple regressions. Frequency tables were used to present the data collected for ease of understanding and analysis. The following regression model was used to conduct inferential analysis:

$Y= \beta_0+\beta_1X_1+\beta_2X_2+\beta_3X_3+ \beta_4X_4+\varepsilon$ …….…….. Equation 3.1

Where: Y represents organizational performance of public TVET institutions

β_0 represent the y intercept

X_1 represents needs identification

X_2 represents sourcing strategy development

X_3 represents suppliers selection

X_4 represents stakeholders involvement

β_1, β_2, β_3 and β_4 represent model coefficients

ε represents error term

3.7.1 Assumptions on the Model

Multiple regression analysis is a tool used to predict a dependent variable from multiple independent variables (Harlow, 2005; Stevens, 2009). The independent

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variables are usually not under experimental control and the variations observed in them are to be accepted for what they are. The focus of multiple regressions is to investigate which, if any of these predictor variables can significantly predict the dependent variable. The correct use of multiple regression model requires that several critical assumptions be satisfied in order to apply the model and establish its validity. Regression model is thus founded on several assumptions namely; linearity, homoscedasticity, normality, multicollinearity and independence of residuals.

Linearity assumption implies that there is a linear relationship between the dependent variable and the set of independent variables. Linearity assumption was evaluated with scatter diagrams (Creswell & Clark, 2011). Standard multiple regressions can only accurately estimate the relationship between dependent and independent variable if the relationships are linear in nature. In case of non-linear relationships, it is essential to examine analysis for non-linearity. If relationships between dependent and independent variable are not linear, the results of the regression analysis underestimated the true relationships.

Homoscedasticity (constant of variance of the errors) this assumption implies that the variation in the residuals is the same for both large and small values of the predicted value of the dependent variable. When variance of errors differs at different values of the independent variables, heteroscedacity is indicated. According to (Berry & Feldman, 2015) and (Tabachnick & Fidell, 2007) slight heteroscedacity has little effect on significance tests; however, when heteroscedacity is marked, it can lead to serious distortions of findings and seriously weaken the analysis thus increasing the possibility of Type I error. Homoscedasticity was tested by the use of Levene's test of equality of error variances.

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The normality assumption implies that residuals are normally distributed and have a mean of zero. None-normally distributed variables (highly skewed, or variables with substantial outliers) can distort relationships and significance tests. To find out whether residuals follow a normal probability distribution, Kolmogorov-Smirnov was used (Creswell, 2011). Multiple regressions assume that variables have normal distributions (Osborne & Waters, 2002). This means that errors are normally distributed, and that a plot of the values of the residuals approximated a normal curve (Keith, 2006). The assumption is based on the shape of normal distribution and gives the researcher knowledge about what values to expect. Screening for normality is an important early step when conducting multiple regression, as residuals are normally distributed is assumed (Stevens, 2009; Tabachnick & Fidell, 2006). Non-normal distributions that are positively or negatively skewed contain large skewness and kurtosis, or have extreme outliers that can distort the obtained significance levels of the analysis resulting in the standard errors becoming biased and the overall accuracy of the results (Osborne & Waters, 2002).

The assumption of multicollinearity implies that there is no correlation between independent variables. This was tested using tolerance and variance inflation factor (VIF). A tolerance of below 0.10 or a VIF greater than 10 is regarded as indicative of serious multicollinearity problems. Tolerance below 0.2 indicates a potential problem. When tolerance is close to 1 it implies that there is little multicollinearity. If tolerance is close to 0, it indicates that multicollinearity may be a threat (Field, 2009; Williams, 2015). A VIF greater than 10 is considered unsatisfactory hence the independent variable should be removed from the analysis (Creswell, & Clark, 2011).

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3.8 Research Ethics

Before comencing the study, the researcher first sought permission from the National Commission for Science, Technology, and Innovation and the Ministry of Education. The researcher then notified the respondents ahead of time that the study was conducted. Respondents were assured of the confidentiality of the information they disclose during data collection and was required to sign an informed consent form before participating in the study. No information that reveals a person's identify was included in the final report or any other communication produced during the study unless the individual concerned had given written permission for it to be included. In addition, honesty was upheld. Data, results, methods, and processes were all reported accurately. There were no data forgery, fabrication, or misrepresentation. In data analysis, data interpretation, and other aspects of study where impartiality is necessary, the researcher made an effort to avoid bias. While conducting research, the researcher also ensured integrity, honesty and ensured consistency of thought and action.

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CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The Chapter focuses on data analysis, results presentation and discussion of the findings. The general objective of the study was to investigate the influence of procurement planning practices on organizational performance of public TVET institutions in South Rift Region. Tables were used to display the results.

4.2 Response Rate

The study used census to conduct surveys among 53 staffs that is principals, procurement staff and department heads. Out of the 53 questionnaires that were distributed, only 44 were eventually returned and taken into account for results and analysis. The response rate was 83.02%, as Table 3 demonstrates a particularly high level of engagement. 9 questionnaires, or 16.98% of the total, were not returned by respondents. Fulton (2018) suggested that a response rate of 50% is adequate 60% is good and 70% and above, very good for analysis. This implies that 83% response rate was very appropriate for data analysis

Table 3 Response Rate.

Responses	Frequency	Percentages
Responded	44	83.02
Not responded	9	16.98
Total	53	100

Source : Field Data (2024)

4.3 Pilot Study Results.

A pilot study was carried out to assess the reliability of the research tool.

4.3.1 Reliability Test

The pilot study results of internal consistency reliability were as presented in Table 4

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Table 4 Reliability Test

	Cronbach's Alpha	N of Items
Needs identification	.870	7
Sourcing Strategy Development	.895	7
Suppliers Selection	.958	7
Stakeholders Involvement	.888	7
Organizational Performance	.787	7

Source: Field Data (2024)

Table presents the reliability analysis of various constructs measured in the study using Cronbach's Alpha, which indicates the internal consistency and reliability of the scales. Cronbach's Alpha values range from 0 to 1, with higher values indicating greater reliability. For the construct of needs identification, the Cronbach's Alpha is .870, suggesting that the seven items used to measure this construct are highly reliable and consistent. Similarly, the sourcing strategy development construct has a Cronbach's Alpha of .895, indicating that its seven items also exhibit high reliability and internal consistency. The suppliers' selection demonstrates exceptional reliability with a Cronbach's Alpha of .958, the highest among all the constructs, reflecting that the seven items used to measure it are extremely consistent with one another. Stakeholders involvement was measured with seven items that have a Cronbach's Alpha of .888, again showing high reliability and internal consistency. Lastly, the construct of organizational performance has a Cronbach's Alpha of .787 with seven items.

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4.4 Demographic Information

This study examined the demographic information of participants in terms of their age, gender, education and working experience. The scrutiny of these characteristics

aimed at finding their influence on the conclusions drawn from the research objectives and enhance understanding of the study's context better. The analysis specifically focused on the respondents' characteristics.

4.4.1 Gender of the Respondents.

The respondents were also asked to indicate the gender representation of the study subjects. Gender influence perspectives and experiences, particularly in fields such as procurement planning, where decision-making processes may differ based on gendered experiences. The findings were as presented in table 5

Table 5 Gender of the Respondent.

Gender	Frequency	Percent
Male	26	59.1
Female	18	40.9
Total	44	100

Source: Field Data (2024)

From the findings in Ttable , majority of the respondent representing 26(59.1%) of the respondent were males while 18(40.9%) were females. This indicates that both genders were represented in the study hence there was no biasness in the study. The presence of both genders suggests that the study considered a diverse range of perspectives, which is crucial for understanding the nuances of procurement planning practices. By including both males and females, the study aimed to minimize gender bias. This balanced representation allowed for a more comprehensive analysis of how different genders may perceive or be affected by procurement practices.

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4.4.2 Age Bracket of the Respondents

The respondents were asked to indicate the age of the respondents. The age distribution inform organizations about their workforce demographics. The findings were as shown in Table 6.

Table 6 Age response.

Age	Frequency	Percent
26-30	10	22.7
31-35	5	11.4
36-40	2	4.5
41-45	19	43.2
46-50	4	9.1
Over 51	4	9.1
Total	44	100

Source: Field Data (2024)

From Table the study findings showed that majority of the respondent 19(43.2%) were aged 41-45 years followed by 10(22.7%) were aged between 26-30 years. The predominance of respondents aged 41-45 suggests that the majority of participants possess significant professional experience. This age group is often characterized by established careers and a deeper understanding of procurement practices, which enhances the reliability of their responses. The presence of younger respondents (22.7% aged 26-30) indicates that the study also captured fresh perspectives from individuals who may be more in tune with contemporary trends and innovations in procurement planning.

4.4.3 Highest Level of Education of the Respondents.

The study sought to determine the highest level of education of the respondents. The educational qualifications of the respondents enhance the credibility of their responses regarding procurement planning practices. Those with higher educational attainment

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provided insights based on advanced theoretical frameworks and contemporary best practices. Table 7 presents the study results.

Table 7 Education level.

Education level	Frequency	Percent
Certificate	8	18.2
Diploma	6	13.6
Bachelor's degree	19	43.2
Masters	6	13.6
PhD	5	11.4
Total	44	100.0

Source: Field Data (2024)

Table shows that 5(11.4%) indicated that they had PhD level of education, 8(18.2%) indicated that they had a certificate level of education, 6(13.5%) had a diploma level of education. However, majority of the respondent 19(43.2%) had a degree level of education and finally 6(13.6%) had a Masters degree. The predominance of respondents with a Bachelor's degree suggests that the participants possess a solid foundation of knowledge and skills relevant to procurement practices. This level of education typically equips individuals with critical thinking and analytical skills necessary for effective decision-making.

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4.4.4 Working Experience.

The study also sought to determine the working experience of the respondents. The mix of experience levels allows for a broader range of insights into procurement practices. Table 8 presents the study results.

Table 8 Working experience.

Work experience	Frequency	Percent
Less than 5 years	13	29.5

6 - 10	12	27.3
11 - 15	10	22.7
16 -20	6	13.6
Above 21 Years	3	6.8
Total	44	100.0

Source: Field Data (2024)

Table 8 shows that 13(29.5%) indicated that they had a working experience of less than 5 years, 12 (27.3%) indicated that they had a working experience of 6 to 10 years, 10(22.7%) reveals that they had a working experience of 10 to 15 years. However, 3(6.8%) had above 21 years of experience. This indicates a significant proportion of respondents were relatively newer professionals in the field, which could bring fresh perspectives and innovative ideas. Although fewer respondents (6.8%) have over 21 years of experience, their presence is valuable as they likely possess deep institutional knowledge and expertise that can guide organizational practices.

4.5 Descriptive Analysis

In this section, descriptive statistics for both the dependent variable and the five independent variables are presented. This was achieved using a five-point Likert scale; 1=Strongly Disagree, 2=Disagree, 3=Undecided/neutral, 4=Agree, 5=Strongly Agree.

4.5.1 Needs Identification

Respondents were requested to establish the influence of needs identification on organizational performance of public TVET institutions in South Rift Region. The average response rate and the frequency of agreement were then computed, and the findings are presented in Table . For clarity in this table, the abbreviations used were as follows: SD (Strongly Disagreed), D (Disagree), N (Neutral), A (Agree), and SA (Strongly Agree). Analysis of the mean scores of the responses was carried out on a

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continuous scale: scores below 1.5 indicated strong disagreement, 1.5-2.4 indicated disagreement, 2.5-3.4 denoted neutrality, 3.5-4.5 indicated agreement, and scores above 4.5 signified strong agreement. A total of 7 statements were used to establish the influence of needs identification on organizational performance of public TVET institutions in South Rift Region and responses elicited on a 5-point Likert scale as shown in Table 9.

Table 9 Needs Identification

Statement	SD %	D %	N %	A %	SA %	Mean	Sd
1. Public TVET institutions engage in proactive collaboration with industries to pinpoint skill gaps and emerging needs, ensuring alignment with procurement planning practices.	11.4	15.9	2.3	43.2	27.3	3.59	1.35
2. TVET institutions employ robust feedback mechanisms to capture student insights on curriculum relevance and essential employability skills, a vital aspect of needs identification in	4.5	18.2	11.4	40.9	25.0	3.64	1.18
3. Tracking alumni data enables institutions to map career trajectories and pinpoint areas for enhancing skills within existing programs, a strategic approach to needs identification in pro-	4.5	15.9	4.5	38.6	36.4	3.86	1.21
4. Public TVET institutions prioritize regular surveys to assess employer satisfaction with graduate skillsets, a key component of needs identification within procurement planning	4.5	6.8	13.6	45.5	29.5	3.89	1.06
5. The institution systematically conducts needs assessments to pinpoint training requirements for instructors, aligning with industry trends and pedagogical advancements, crucial for effective procurement planning	9.1	11.4	4.5	47.7	27.3	3.73	1.25

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6. Integration of labor market analysis data into curriculum development and program planning underscores the institution's commitment to needs identification, a cornerstone of successful procurement planning strategies	9.1	9.1	6.8	40.9	34.1	3.82	1.26
7. By conducting needs assessments within the local community, the TVET institution identifies essential skills for local economic development, a proactive approach in procure-	6.8	13.6	2.3	45.5	31.8	3.82	1.21

Source: Field Data (2024)

According to Table 9 - 70.5% of the respondents agreed and 27.3% of the respondents disagreed that public TVET institutions engage in proactive collaboration with industries to pinpoint skill gaps and emerging needs, ensuring alignment with procurement planning practices. Moreover, the study's findings revealed that in terms of mean and standard deviations the respondent agreed that public TVET institutions engage in proactive collaboration with industries to pinpoint skill gaps and emerging needs, ensuring alignment with procurement planning practices. (mean=3.59 standard deviation=1.35). The study findings agreed with Tekle et al. (2024) who revealed that key stakeholders, specifically the Ministries of Construction, Urban Development, and Tourism, lacked substantive engagement in the policy formulation process.

Further, 65.9% of the respondents agreed with the statement that resource allocation process of the respective projects is determined through forecasting. However, 22.7% of the respondents disagreed that resource allocation process of the respective projects is determined through forecasting. From mean and standard deviation, the respondents agreed that resource allocation process of the respective projects is determined through forecasting (Mean =3.64, Std. dev=1.18). The study findings agreed with a study by Ahmed and Khalid (2019) who found that renewable resource and power

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forecast uncertainties and benefits of improving the accuracy of forecasts are examined with regard to various power system planning and operation domains.

Also, 75.0% of the respondents agreed that the tracking alumni data enables institutions to map career trajectories and pinpoint areas for enhancing skills within existing programs, a strategic approach to needs identification in procurement planning. However, 20.4% of the respondents disagreed that tracking alumni data enables institutions to map career trajectories and pinpoint areas for enhancing skills within existing programs, a strategic approach to needs identification in procurement planning. Analysis on mean and standard deviation revealed the respondents agreed that tracking alumni data enables institutions to map career trajectories and pinpoint areas for enhancing skills within existing programs, a strategic approach to needs identification in procurement planning (Mean, =3.86, Std. dev=1.21). The study findings agreed with Walden (2018) who found that inventory management and procurement/contracting were the most frequently listed topics,

Additionally, 75.0% of the participants agreed that public TVET institutions prioritize regular surveys to assess employer satisfaction with graduate skillsets, a key component of needs identification within procurement planning strategies. On contrary, 11.3% of the participants disagreed that public TVET institutions prioritize regular surveys to assess employer satisfaction with graduate skillsets, a key component of needs identification within procurement planning strategies. Further, the study results also showed, in terms of mean and standard deviation, respondents agreed that public TVET institutions prioritize regular surveys to assess employer satisfaction with graduate skillsets, a key component of needs identification within procurement planning strategies (Mean=3.89, standard deviation=1.06). The study

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findings agreed with Thlomedi (2018) who found that skills development programmes do not empower employees to perform complex tasks in an increasingly demanding and rapidly growing TVET sector.

Furthermore, 75.0% agreed that the institution systematically conducts needs assessments to pinpoint training requirements for instructors, aligning with industry trends and pedagogical advancements, crucial for effective procurement planning practices and 20.5% disagreed that the that the institution systematically conducts needs assessments to pinpoint training requirements for instructors, aligning with industry trends and pedagogical advancements, crucial for effective procurement planning practices. In terms of mean and standard deviations the respondent agreed that the institution systematically conducts needs assessments to pinpoint training requirements for instructors, aligning with industry trends and pedagogical advancements, crucial for effective procurement planning practices (mean=3.73, standard deviation=1.25). These findings is consistent with the study done by Walden (2018) primary evaluation techniques include exams, projects and homework. Details regarding content and assessment techniques are provided along with a gap analysis between the coverage of supply chain courses and the needs identified by previous academic research.

Further, 75.0% of the respondents agreed that integration of labor market analysis data into curriculum development and program planning underscores the institution's commitment to needs identification, a cornerstone of successful procurement planning strategies and those who disagreed (18.2%) that integration of labor market analysis data into curriculum development and program planning underscores the institution's commitment to needs identification, a cornerstone of successful procurement planning

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strategies. Furthermore, the study's findings revealed that participants agreed (mean=3.82, standard deviation=1.26) that integration of labor market analysis data into curriculum development and program planning underscores the institution's commitment to needs identification, a cornerstone of successful procurement planning strategies. The study findings agreed with Branson et al.(2020) who found that uneven institutional capacity across the system to operate at all three intelligence tiers with only 14 institutions demonstrating the capacity to use web-based systems to formulate targeted interventions to enhance performance.

Finally, 77.3% of the respondents agreed and that by conducting needs assessments within the local community, the TVET institution identifies essential skills for local economic development, a proactive approach in procurement planning practices and those who disagreed (20.4%) that by conducting needs assessments within the local community, the TVET institution identifies essential skills for local economic development, a proactive approach in procurement planning practices. Furthermore, the study's findings revealed that participants agreed (mean=3.82, standard deviation=1.22) that by conducting needs assessments within the local community, the TVET institution identifies essential skills for local economic development, a proactive approach in procurement planning practices. These findings are consistent with the study done by Thlomedi (2018) which revealed that skills development programmes do not empower employees to perform complex tasks in an increasingly demanding and rapidly growing TVET sector.

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4.5.2 Sourcing Strategy Development

Also, respondents were also requested to determine the influence of sourcing strategy development on organizational performance of public TVET institutions in

South Rift Region. The average response rate and the frequency of agreement were then computed, and the findings are presented in Table . For clarity in this table, the abbreviations used are as follows: SD (Strongly Disagreed), D (Disagree), N (Neutral), A (Agree), and SA (Strongly Agree). Analysis of the mean scores of the responses was carried out on a continuous scale: scores below 1.5 indicated strong disagreement, 1.5-2.4 indicated disagreement, 2.5-3.4 denoted neutrality, 3.5-4.5 indicated agreement, and scores above 4.5 signified strong agreement. A total of 7 statements were used to determine the influence of sourcing strategy development on organizational performance of public TVET institutions in South Rift Region and responses elicited on a 5-point Likert scale as shown in Table 10 .

Table 10 Sourcing Strategy Development

Statement	SD	D	N	A	SA	Mean	Sd
	%	%	%	%	%		
1. The sourcing strategy proactively forges partnerships with relevant industries to facilitate student placements and enhance faculty develop-	4.5	9.1	2.3	45.5	38.6	4.05	1.10
2. This strategy integrates ongoing analysis of labor market dynamics and employer requirements to drive program enhancements and	11.4	4.5	11.4	45.5	27.3	3.73	1.25
3. Actively involving stakeholders like alumni, employers, and community leaders in shaping the sourcing strategy ensures alignment with industry needs and fosters a collaborative ap-	11.4	9.1	4.5	47.7	27.3	3.70	1.29
4. Leveraging data on student enrollment, placement rates, and employer feedback enables informed decision-making and optimization of sourcing activities	4.5	6.8	9.1	43.2	36.4	4.00	1.08

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5. The sourcing strategy places a strong emphasis on promoting diversity and inclusivity to attract a wide range of students from diverse back-	4.5	13.6	9.1	38.6	34.1	3.84	1.18
6. By considering cost-effectiveness in sourcing methodologies, the strategy strikes a balance between maintaining quality standards and adhering to financial constraints	6.8	6.8	4.5	38.6	43.2	4.05	1.18
7. The strategy's agility allows for timely adjustments to meet evolving labor market demands and shifts in student demographics, ensuring continued relevance and effect-	9.1	13.6	13.6	43.2	20.5	3.52	1.23

Source: Field Data (2024)

Table shows that 84.1% of the respondents agreed that the sourcing strategy proactively forges partnerships with relevant industries to facilitate student placements and enhance faculty development initiatives. However, 13.6% of the respondents disagreed that the sourcing strategy proactively forges partnerships with relevant industries to facilitate student placements and enhance faculty development initiatives. As per the survey results, the participants agreed in terms of mean and standard deviation that the sourcing strategy proactively forges partnerships with relevant industries to facilitate student placements and enhance faculty development initiatives (Mean, =4.05, Std. dev=1.09). The study findings agreed with by Hall et al.(2018) found that feedback that ST receive from HEI tutors was considered detailed and highly regarded by STs.

Further, 72.8% of the respondents agreed with the statement that this strategy integrates ongoing analysis of labor market dynamics and employer requirements to drive program enhancements and sourcing choices effectively. However, 15.9% of the respondents disagreed that this strategy integrates ongoing analysis of labor market

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dynamics and employer requirements to drive program enhancements and sourcing choices effectively. From mean and standard deviation, the respondents agreed that This strategy integrates ongoing analysis of labor market dynamics and employer requirements to drive program enhancements and sourcing choices effectively (Mean =3.73, Std. dev=1.24). The study findings agreed with a study by Chakraborty and Biswas (2019), that HR planning programs, namely, staffing plan and succession plan, yield a better result in addressing the strategic goal of the company. Succession plan, staffing plan and talent management strategies augment the efficacious performance of the firm.

Also, 75.0% of the respondents agreed that they actively involving stakeholders like alumni, employers, and community leaders in shaping the sourcing strategy ensures alignment with industry needs and fosters a collaborative approach. However, 20.5% of the respondents disagreed that they actively involving stakeholders like alumni, employers, and community leaders in shaping the sourcing strategy ensures alignment with industry needs and fosters a collaborative approach. Analysis on mean and standard deviation revealed the respondents agreed they actively involving stakeholders like alumni, employers, and community leaders in shaping the sourcing strategy ensures alignment with industry needs and fosters a collaborative approach (Mean, =3.70, Std. dev=1.29). According to Stadtler and Lin (2019) partnership may inform corporate managers' decision to configure environmental partnerships in terms of the target group and suitable partnership mechanism. From a theory perspective, the study helps develop a more systematic understanding of what partners intend to do and when (i.e. on the basis of which mechanism) partnerships may provide benefits in addressing level-specific change barriers.

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Also the study showed that 79.6% of the respondents agreed that leveraging data on student enrolment, placement rates, and employer feedback enables informed decision-making and optimization of sourcing activities. But, 11.3% of the respondents disagree with the statement that leveraging data on student enrolment, placement rates, and employer feedback enables informed decision-making and optimization of sourcing activities. Further the study findings showed that in terms of means and standard deviation shows that the respondents agreed that that leveraging data on student enrolment, placement rates, and employer feedback enables informed decision-making and optimization of sourcing activities is (Mean=4.00, Std. dev=1.08). The study findings agreed with Beshara-Blauth (2018) which showed that executive leadership, administrators, and faculty are the most commonly cited stakeholders in the decision-making process related to student success. Although frequent communication of data exists in both colleges, it was apparent that frequency depends on the stakeholder group.

Based on their feedback, 72.8% of the respondents agreed with the statement that the sourcing strategy places a strong emphasis on promoting diversity and inclusivity to attract a wide range of students from diverse backgrounds. This is a cumulative number of those who strongly agreed and those that agreed. However, 18.1% of the respondents disagreed with the statement that sourcing strategy places a strong emphasis on promoting diversity and inclusivity to attract a wide range of students from diverse backgrounds which was cumulative number of those who strongly disagreed and those that disagreed. Further the study findings showed that in terms of means and standard deviation, respondents agreed with the statement that sourcing strategy places a strong emphasis on promoting diversity and inclusivity to attract a wide range of students from diverse backgrounds is (Mean, =3.84, Std. dev=1.18).

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However, 81.8% of the respondents agreed that by considering cost-effectiveness in sourcing methodologies, the strategy strikes a balance between maintaining quality standards and adhering to financial constraints. However, 13.6% of the respondents disagreed that by considering cost-effectiveness in sourcing methodologies, the strategy strikes a balance between maintaining quality standards and adhering to financial constraints. Further the study findings showed that in terms of means and standard deviation, respondents agreed that by considering cost-effectiveness in sourcing methodologies, the strategy strikes a balance between maintaining quality standards and adhering to financial constraints is (Mean=4.05, Std. dev=1.18). These findings are consistent with Adediran (2018) which imply that the government as a key construction sector client should continue to invest in Targeted Procurement or affirmative action policies that benefit historically disadvantaged SME contractors.

Finally, 63.7% of the participants agreed that the strategy's agility allows for timely adjustments to meet evolving labor market demands and shifts in student demographics, ensuring continued relevance and effectiveness. On contrary, 22.7% of the participants disagreed that the strategy's agility allows for timely adjustments to meet evolving labor market demands and shifts in student demographics, ensuring continued relevance and effectiveness. Further, the study results also showed, in terms of mean and standard deviation respondents agreed that the strategy's agility allows for timely adjustments to meet evolving labor market demands and shifts in student demographics, ensuring continued relevance and effectiveness (Mean=3.52, standard deviation=1.23). The study by Muneeb et al. (2023) identified four dimensions of DC, namely, strategic planning capabilities, innovative capabilities, adaptive capabilities (adaptability) and information communication technological capability and three dimensions of SF which are resources flexibility (material

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resource, human resource, financial resources), operational flexibility (academic and administrative) and collaboration flexibility.

4.5.3 Suppliers Selection

Respondents were requested to assess the influence of suppliers' selection on organizational performance of public TVET institutions in South Rift Region. The average response rate and the frequency of agreement were then computed, and the findings are presented in Table . For clarity in this table, the abbreviations used are as follows: SD (Strongly Disagreed), D (Disagree), N (Neutral), A (Agree), and SA (Strongly Agree). Analysis of the mean scores of the responses was carried out on a continuous scale: scores below 1.5 indicated strong disagreement, 1.5-2.4 indicated disagreement, 2.5-3.4 denoted neutrality, 3.5-4.5 indicated agreement, and scores above 4.5 signified strong agreement. A total of 7 statements were used to assess the influence of suppliers' selection on organizational performance of public TVET institutions in South Rift Region and responses elicited on a 5-point Likert scale as shown in Table 11

Table 11 Suppliers Selection

Statement	SD %	D %	N %	A %	SA %	Mean	Sd
1. Suppliers with a history of supplying similar goods/services to TVET institutions are pre-	2.3	18.2	2.3	36.4	40.9	3.95	1.18
2. Suppliers offering competitive pricing for their goods/services are given consideration	13.6	9.1	2.3	43.2	31.8	3.70	1.37
3. Suppliers providing detailed product/service specifications and warranties are favoured	13.6	6.8	6.8	38.6	34.1	3.73	1.37
4. Suppliers with a proven ability to deliver goods/services on time and within budget are pri-	11.4	9.1	2.3	47.7	29.5	3.75	1.30

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5. Suppliers offering after-sales support and staff training are	11.4	4.5	2.3	50.0	31.8	3.86	1.25
6. Suppliers that align with the TVET institution's values and ethical practices are sought	6.8	9.1	4.5	52.3	27.3	3.84	1.14
7. Suppliers demonstrating a commitment to diversity and inclusion in their business practices are encouraged	9.1	9.1	2.3	47.7	31.8	3.84	1.24

Source: Field Data (2024)

Table 11 shows that 77.3% of the respondents agreed with the statement that suppliers with a history of supplying similar goods/services to TVET institutions are preferred. However, 20.5% of the respondents disagreed with the statement that suppliers with a history of supplying similar goods/services to TVET institutions are preferred. Further the study findings showed in terms of means and standard deviation shows that the respondents agreed with the statement that suppliers with a history of supplying similar goods/services to TVET institutions are preferred. (Mean=3.95, Std. dev=1.18). The findings done by Mabanga (2018) showed that the beneficiaries of the SCM processes at Elangeni TVET College are satisfied with the SCM strategy adopted by the college as a procurement tool, the stakeholders in the value chain have good experiences of the SCM processes of the college and the college has sufficient capacity and resources it needs to support the college to achieve its organizational goals and objectives of delivering quality teaching and learning.

Further, 75.0% of the respondents agreed and those who disagreed (22.7%) that suppliers offering competitive pricing for their goods/services are given consideration. Furthermore, the study's findings revealed that participants agreed in terms of mean and standard deviation (mean=3.70, standard deviation=1.37) that Suppliers offering competitive pricing for their goods/services are given consideration. The study done by Carnovale et al.(2019) show that supplier price concessions granted to an OEM led

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to compensatory supplier behaviors of reduced quality and R&D expenditures toward that OEM.

The study further revealed that vast majority 72.7% of the respondents agreed that suppliers providing detailed product/service specifications and warranties are favoured. However, 20.4% of the respondents disagreed that suppliers providing detailed product/service specifications and warranties are favoured. Additionally, the study results on mean and standard deviation revealed the respondents agreed that suppliers providing detailed product/service specifications and warranties are favoured (Mean=3.73, standard deviation=1.37). These findings concur with the study done by Guillon et al.(2021) companies are adding more and more services to the products they are bringing to market in order to create added value and differentiate themselves from their competitors.

Study findings however show that, 77.2% of the respondents agreed with the statement that suppliers with a proven ability to deliver goods/services on time and within budget are prioritized. However, 20.4% of the respondents disagreed with the statement that suppliers with a proven ability to deliver goods/services on time and within budget are prioritized. Further the study findings showed in terms of means and standard deviation that the respondents agreed with the statement that suppliers with a proven ability to deliver goods/services on time and within budget are prioritized is (Mean, =3.75, Std. dev=1.30). A previous study done by Odhiambo and Barasa (2024) indicate that budget allocation significantly contribute to predicting service delivery performance in Lamu County.

Additionally, the study showed that 81.8% of the respondents agreed that suppliers offering after-sales support and staff training are valued. But, 15.9% of the

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respondents disagree with the statement that suppliers offering after-sales support and staff training are valued. Further the study findings showed in terms of means and standard deviation shows that the respondents agreed that suppliers offering after-sales support and staff training are valued is (Mean=3.86, Std. dev=1.24). Adusei and Tweneboah-Koduah, (2019) indicated that maintenance (M) = 43 and inspection (O) = 41 were the highest scores of the major categories under customer requirement on "must-be" requirement and "one-dimensional" requirement respectively.

Also, 79.6% of the respondents agreed that suppliers that align with the TVET institution's values and ethical practices are sought after. However, 15.9% of the respondents disagreed with the statement that suppliers that align with the TVET institution's values and ethical practices are sought after. Further, the study findings showed in terms of means and standard deviation that the respondents agreed with the statement that suppliers that align with the TVET institution's values and ethical practices are sought after.is (Mean, =3.84, Std. dev=1.14). According to Wahungu et al. (2023) indicated that despite the renewed efforts to revamp TVET education in Kenya and developing countries in general, there is a significant gap between the skills required by the industry and the training offered in engineering courses in TVET institutions and which has partly contributed to the rising unemployment among the youth in the country.

Finally, 79.5% of the participants agreed that suppliers demonstrating a commitment to diversity and inclusion in their business practices are encouraged. However, 18.2% of the respondents disagreed that suppliers demonstrating a commitment to diversity and inclusion in their business practices are encouraged. Further, the study findings also indicated, in terms of mean and standard deviation the respondents agreed that

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suppliers demonstrating a commitment to diversity and inclusion in their business practices are encouraged (Mean=3.84, standard deviation=1.24). These findings concur with the study done by Jonsen et al.(2021) show that diversity and inclusion branding has become 'mainstream' and how a focus on diversity is particularly useful to attract talent while to appear as an employer of choice a focus on inclusion seems particularly beneficial.

4.5.4 Stakeholders Involvement

Respondents were also requested to examine the influence of stakeholders' involvement on organizational performance of public TVET institutions in South Rift Region. The average response rate and the frequency of agreement were then computed, and the findings are presented in Table . For clarity in this table, the abbreviations used are as follows: SD (Strongly Disagreed), D (Disagree), N (Neutral), A (Agree), and SA (Strongly Agree). Analysis of the mean scores of the responses was carried out on a continuous scale: scores below 1.5 indicated strong disagreement, 1.5-2.4 indicated disagreement, 2.5-3.4 denoted neutrality, 3.5-4.5 indicated agreement, and scores above 4.5 signified strong agreement. A total of 7 statements were used to examine the influence of stakeholders' involvement on organizational performance of public TVET institutions in South Rift Region and responses elicited on a 5-point Likert scale as shown in Table 12 .

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Table 12 Stakeholders Involvement

Statement	SD %	D %	N %	A %	SA %	Mean	Sd
1. Public TVET institutions regularly seek feedback from employers on the skills and qualifications needed by graduates to ensure procurement planning aligns with industry needs.	4.5	20.5	4.5	34.1	36.4	3.77	1.27
2. Industry representatives are actively involved in curriculum development and revision processes to provide input on procurement requirements for effective training.	6.8	9.1	6.8	36.4	40.9	3.95	1.22
3. Public TVET institutions provide opportunities for employer internships and work placements for students to gain practical experience and provide feedback on procurement prac-	2.3	4.5	4.5	45.5	43.2	4.23	0.91
4. Government agencies effectively collaborate with public TVET institutions to ensure alignment of procurement planning with national skills devel-	4.5	18.2	6.8	38.6	31.8	3.75	1.22
5. Alumni networks are actively engaged in supporting and mentoring current students while providing feedback on the relevance of procurement practices to real-world needs	9.1	6.8	9.1	47.7	27.3	3.77	1.20
6. Suppliers that align with the TVET institution's values and ethical practices are sought af-	4.5	9.1	11.4	38.6	36.4	3.93	1.13
7. Community leaders are consulted on the training needs and programs offered by public TVET institutions to incorporate local context into procure-	6.8	6.8	4.5	50.0	31.8	3.93	1.13

Source: Field Data (2024)

Table 12 show that 70.5% of the respondents agreed that public TVET institutions regularly seek feedback from employers on the skills and qualifications needed by graduates to ensure procurement planning aligns with industry needs. However, 25.0%

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of the respondents disagreed that public TVET institutions regularly seek feedback from employers on the skills and qualifications needed by graduates to ensure procurement planning aligns with industry needs. As per the survey results, the participants agreed in terms of mean and standard deviation that public TVET institutions regularly seek feedback from employers on the skills and qualifications needed by graduates to ensure procurement planning aligns with industry needs (Mean, =3.77, Std. dev=1.27).

Further, 77.3% of the respondents agreed that industry representatives are actively involved in curriculum development and revision processes to provide input on procurement requirements for effective training. However, 15.9% of the respondents disagreed that industry representatives are actively involved in curriculum development and revision processes to provide input on procurement requirements for effective training. Study findings however reveals that the mean and standard deviation, the respondents agreed that industry representatives are actively involved in curriculum development and revision processes to provide input on procurement requirements for effective training (Mean =3.95, Std. dev=1.22). However, a study by Oelze et al.(2016) suggest that organizational learning is an important factor for a successful implementation of sustainable supply chain management.

Also, 88.7% of the respondents agreed that public TVET institutions provide opportunities for employer internships and work placements for students to gain practical experience and provide feedback on procurement practices. However, 6.8% of the respondents disagreed that public TVET institutions provide opportunities for employer internships and work placements for students to gain practical experience and provide feedback on procurement practices. Analysis on mean and standard

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deviation revealed the respondents agreed public TVET institutions provide opportunities for employer internships and work placements for students to gain practical experience and provide feedback on procurement practices (Mean, =4.23, Std. dev=0.91). According to Mutungi (2023) indicate that there is a strong positive association between physical facilities, staff adequacy, trainees' employability skills, courses offered and students' choice decisions for public TVET institutions in Nairobi County. These factors jointly account for a 33.5% variation in students' selection decisions for public TVET institutions.

Further, the study showed that 70.4% of the respondents agreed that government agencies effectively collaborate with public TVET institutions to ensure alignment of procurement planning with national skills development goals. Nevertheless, 22.7% of the respondents disagree with the statement that government agencies effectively collaborate with public TVET institutions to ensure alignment of procurement planning with national skills development goals. Further the study findings showed in terms of means and standard deviation shows that the respondents agreed that government agencies effectively collaborate with public TVET institutions to ensure alignment of procurement planning with national skills development goals is (Mean=3.75, Std. dev=1.22). Amornvuthivorn (2016) indicate that Thailand is in an early stage of implementing PPPs to strengthen Technical Vocational Education and Training (TVET) in comparison to the two case studies from Singapore and the U.S.A.

Based on their feedback, 75% of the respondents agreed that alumni networks are actively engaged in supporting and mentoring current students while providing feedback on the relevance of procurement practices to real-world needs. This is a

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cumulative number of those who strongly agreed and those that agreed. However, 15.9% of the respondents disagreed that alumni networks are actively engaged in supporting and mentoring current students while providing feedback on the relevance of procurement practices to real-world needs which was cumulative number of those who strongly disagreed and those that disagreed. Further the study findings showed in terms of means and standard deviation that the respondents agreed with the statement that alumni networks are actively engaged in supporting and mentoring current students while providing feedback on the relevance of procurement practices to real-world needs is (Mean, =3.77, Std. dev=1.20). According to Malhotra et al.(2023) a collaborative approach based on alumni influences and uses secondary data on the influences of alumni in engineering to enrich the collaboration between industry and academia.

However, 75% of the respondents agreed that community leaders are consulted on the training needs and programs offered by public TVET institutions to incorporate local context into procurement planning. On the other hand, 13.6% of the respondents disagreed that community leaders are consulted on the training needs and programs offered by public TVET institutions to incorporate local context into procurement planning. Further the study findings showed in terms of means and standard deviation that the respondents agreed that community leaders are consulted on the training needs and programs offered by public TVET institutions to incorporate local context into procurement planning is (Mean=3.93, Std. dev=1.13). These findings are consistent with Mbatha (2021) who showed that campus managers that participated in this study have a clear understanding of their role in managing resources.

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Finally, 81.8% of the participants agreed that the strategy's agility allows for timely adjustments to meet evolving labor market demands and shifts in student demographics, ensuring continued relevance and effectiveness. On contrary, 13.6% of the participants disagreed that the strategy's agility allows for timely adjustments to meet evolving labor market demands and shifts in student demographics, ensuring continued relevance and effectiveness. Further, the study results also showed, in terms of mean and standard deviation respondents agreed that the strategy's agility allows for timely adjustments to meet evolving labor market demands and shifts in student demographics, ensuring continued relevance and effectiveness (Mean=3.93, standard deviation=1.13). A study by Muneeb et al. (2023) suggested three dimensions of SF (resources, operational and collaborative) and four dimensions of DC (strategic planning, innovative, adaptability and technological) for firms to adopt to be strategically flexible.

4.5.5 Organizational Performance

Employees were also requested to assess their agreement with the statement regarding the organizational performance of public TVET institutions in South Rift Region. The average response rate and the frequency of agreement were then computed, and the findings are presented in Table . For clarity in this table, the abbreviations used are as follows: SD (Strongly Disagreed), D (Disagree), N (Neutral), A (Agree), and SA (Strongly Agree). Analysis of the mean scores of the responses was carried out on a continuous scale: scores below 1.5 indicated strong disagreement, 1.5-2.4 indicated disagreement, 2.5-3.4 denoted neutrality, 3.5-4.5 indicated agreement, and scores above 4.5 signified strong agreement. A total of 7 statements were used to determine the effect organizational performance of public TVET institutions in

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South Rift Region and responses elicited on a 5-point Likert scale as shown in Table 13.

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Table13 Organizational Performances

Statement	SD	D	N	A	SA	Mean	Sd
	%	%	%	%	%		
1. Clarity and communicability of the institution's mission and vision.	9.1	6.8	6.8	45.5	31.8	3.84	1.22
2. Effectiveness of leadership in providing strategic direction.	9.1	13.6	9.1	38.6	29.5	3.66	1.30
3. Level of faculty expertise and industry alignment of cur-	9.1	11.4	4.5	38.6	36.4	3.82	1.30
4. Adequacy of resources (equipment, facilities, technology) for training	4.5	9.1	6.8	40.9	38.6	4.00	1.12
5. Efficiency of student support services (career guidance, counselling)	6.8	11.4	4.5	38.6	38.6	3.91	1.24
6. Graduate satisfaction with the quality of training and preparedness for employment	9.1	9.1	4.5	38.6	38.6	3.89	1.28
7. Employer satisfaction with graduates' skills and job readi-	6.8	6.8	4.5	40.9	40.9	4.02	1.17

Source: Field Data (2024)

Table 13 show that 77.3% of the respondents agreed with the statement that clarity and communicability of the institution's mission and vision. However, 15.9% of the respondents disagreed that clarity and communicability of the institution's mission and vision. Further the study findings showed in terms of means and standard deviation shows that the respondents agreed that clarity and communicability of the institution's mission and vision. (Mean=3.84, Std. dev=1.22). The findings done by Yáñez et al. (2019) show that the framework obtained by materiality process in which relevant management aspects were classified; and describing the evolution in the stakeholder management process.

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Further, 68.1% of the respondents agreed that effectiveness of leadership in providing strategic direction and those who disagreed 22.7% that effectiveness of leadership in providing strategic direction. Furthermore, the study's findings revealed that participants agreed in terms of mean and standard deviation (mean=3.66, standard deviation=1.30) that effectiveness of leadership in providing strategic direction. The study done by Ibrahim and Daniel (2019) show that the style of leadership a manager adopted has a direct effect on the organizational performance of the employee. The study among others things discovered is that participatory of leadership and delegation of duties enhances the employee performance and attainment of corporate goals and objectives.

The study further revealed that vast majority (75.0%) of the respondents agreed that level of faculty expertise and industry alignment of curriculum. However, 20.4% of the respondents disagreed that level of faculty expertise and industry alignment of curriculum. Additionally, the study results on mean and standard deviation revealed the respondents agreed that level of faculty expertise and industry alignment of curriculum (Mean=3.82, standard deviation=1.30). These findings concur with the study done by Mardis et al.(2018) who suggested that while the two-year and four-year programs imparted key technical skills, to qualify employers sought applied, or "soft," skills such as critical thinking, problem solving, teamwork, and written and verbal communication.

Study findings however reveal that, 79.5% of the respondents agreed that there is adequacy of resources (equipment, facilities, technology) for training. However, 13.6% of the respondents disagreed with the statement that there is adequacy of resources (equipment, facilities, technology) for training. Further the study findings

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showed in terms of means and standard deviation that the respondents agreed with the statement that there is adequacy of resources (equipment, facilities, technology) for training is (Mean, =4.00, Std. dev=1.12). These findings concur with the study done by Smith et al. (2018), who suggested that sustainability indicators could be used to monitor, measure, and address needs in service design and delivery.

Additionally, the study showed that 77.2% of the respondents agreed that efficiency of student support services (career guidance, counselling). But, 18.2% of the respondents disagree with the statement that efficiency of student support services (career guidance, counselling). Further the study findings showed in terms of means and standard deviation shows that the respondents agreed that efficiency of student support services (career guidance, counselling) is (Mean=3.91, Std. dev=1.24). Crawford and Johns (2018) found that academic staff viewed supporting their students as part of their role, particularly due to the diverse and complex nature of the cohort, and noted that students sought support from them for academic and non-academic issues because they had a rapport with them, trust and regular contact.

Also, 77.2% of the respondents agreed that graduate satisfaction with the quality of training and preparedness for employment. However, 18.2% of the respondents disagreed with the statement that graduate satisfaction with the quality of training and preparedness for employment. Further, the study findings showed in terms of means and standard deviation that the respondents agreed that Graduate satisfaction with the quality of training and preparedness for employment is (Mean, =3.89, Std. dev=1.28). According to Kenny et al., (2016) policies which focus on improving satisfaction with the work environment would be more effective at retaining nurses early in their career than improvements to conditions such as work hours and wages.

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Finally, other findings indicated 81.8% of the participants agreed that employer satisfaction with graduates' skills and job readiness. However, 18.2% of the respondents disagreed that employer satisfaction with graduates' skills and job readiness. Further, the study findings also indicated, in terms of mean and standard deviation the respondents agreed that employer satisfaction with graduates' skills and job readiness (Mean=4.02, standard deviation=1.17). These findings concur with the study done by Teng et al.2019) which indicated that the university curriculum develops student soft skills, particularly in the Malaysian university and supports the relationship between soft skill and student preparedness for employment.

4.6 Procurement Planning on Organizational Performance

This section contains inferential analysis of the data collected on procurement planning and organization performance of TVET institutions in South Rift Region. The analysis involved determination of the correlation analysis in order to test whether there was a linear relationship between the variables followed by regression analysis.

4.6.1 Correlation Analysis

Correlation analysis is a statistical method used to assess the strength and direction of the relationship between two or more variables (Schober et al.,2018). The primary goal of correlation analysis is to determine how changes in one variable relate to changes in another. For instance, if one variable increase and the other also increases, this indicates a positive correlation. Conversely, if one variable increase while the other decreases, a negative correlation is present. The analysis does not imply causation; rather, it identifies potential relationships that may warrant further investigation. The strength and direction of the correlation are quantified using a correlation coefficient, commonly represented by the symbol r. The most widely used

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correlation coefficient is the Pearson correlation coefficient, which measures the linear relationship between two continuous variables. The values of r range from -1 to +1:

4.6.1.1 Needs Identification and Organizational Performance

The study sought to establish the correlation between needs identification and organizational performance organizational performance of public TVET institutions in South Rift Region. The findings of the study are as shown in Table 14.

Table 14 Needs Identification and Organizational Performance

		Organization Performance
Needs Identification	Pearson Correlation	.784**
	Sig. (2-tailed)	.000

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

Source: Field Data (2024)

As indicated in Table , the study indicates that there was a strong positive and statistically significant correlation between needs identification and organizational performance of public TVET institutions in South Rift Region, ($r = 0.784$; $p < 0.05$). This implies that needs identification positively correlate with organizational performance of public TVET institutions in South Rift Region.

4.6.1.2 Sourcing Strategy Development on Organizational Performance

Additionally, the study sought to establish the correlation between sourcing strategy development and organizational performance of public TVET institutions in South Rift Region. The findings of the study are as shown in Table .

Table 15 Sourcing Strategy Development on organizational Performance

		Organization Performance
Sourcing Strategy Development	Pearson Correlation	.804**

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	Sig. (2-tailed)	.000

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

Source: Field Data (2024)

As indicated in Table 15, the study indicates that there was a strong positive and statistically significant correlation between sourcing strategy development and organizational performance of public TVET institutions in South Rift Region. ($r = 0.804$; $p < 0.05$). This implies that Sourcing Strategy Development positivity correlate with the organizational performance of public TVET institutions in South Rift Region.

4.6.1.3 Suppliers Selections on Organizational Performance

The study further examined the correlation between suppliers' selections on organizational performance of public TVET institutions in South Rift Region. The results of correlation analysis are outlined in Table 16.

Table 16 Suppliers Selections on Organizational Performance

		Organization Performance
Suppliers Selections	Pearson Correlation	.762**
	Sig. (2-tailed)	.000

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

Source: Field Data (2024)

The study as shown in Table 16 established that there was a strong positive correlation existing between suppliers' selections and organizational performance of public TVET institutions in South Rift Region, ($r = 0.762$; $p < 0.05$). The results of the correlation analysis indicated that suppliers' selections positively correlate with the organizational performance of public TVET institutions in South Rift Region.

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4.6.1.4 Stakeholders Involvement on Organizational Performance

The study further examined the correlation between stakeholders' involvement on organizational performance of public TVET institutions in South Rift Region. The results of correlation analysis are outlined in Table 17.

Table 17 Stakeholders Involvement on Organizational Performance

		Organization Performance
Stakeholders Involvement	Pearson Correlation	.726**
	Sig. (2-tailed)	.000

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

Source: Field Data (2024)

The study as shown in Table 17 established that a strong positive correlation existed between stakeholders' involvement and organizational performance of public TVET institutions in South Rift Region ($r = 0.726$; $p < 0.05$). The results of the correlation analysis indicated that stakeholders' involvement positively correlate with the organizational performance of public TVET institutions in South Rift Region. The finding is in agreement with Keter (2018) who found that TVET partnerships have considerable contribution to curriculum development, practical training, teacher in service training and equity in access to training.

4.6.2 Testing Assumptions of Multiple Linear Regressions

Before running a regression, multiple regression model assumptions tests were conducted. The pre-estimation tests conducted in this case were linearity test, homoscedasticity assumption, normality and multicollinearity test while the post estimation tests were normality test and test for autocorrelation. This is usually performed to avoid spurious regression results from being obtained.

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Test of Linearity

Linearity assumption was tested for each objective variable as follows. This section tested if there is linear relationship between human resource outsourcing practices and organizational performance of public TVET institutions. Table 18 presented the linearity test results.

Table 18 Linearity Test Results

Variables	Linearity	Deviation from Linearity
Needs identification	0.017	0.227
Sourcing strategy development	0.014	0.159
Suppliers selection	0.031	0.174
Stakeholders involvement	0.024	0.157

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Table 18 indicated that there was a significance value ($p=0.017<0.05$) between needs identification and organizational performance of public TVET institutions, indicating that there was a linear relationship. Further, the test for deviation from linearity also has a greater p value ($p=0.227>0.05$) which implies that there was linear relationship between independent and dependent variable. The study results revealed that there was a significance value ($p<0.05$), indicating that there was a linear relationship between sourcing strategy development and organizational performance of public TVET institutions. Further, the test for deviation from linearity also has a greater p

value (p=0.159>0.05) which implies that there was linear relationship between independent and dependent variable.

The study results indicated that there was a significance value (p<0.05), indicating that there was a linear relationship between suppliers selection and organizational performance of public TVET institutions. Further the test for deviation from linearity also has a greater p value (p=0.174>0.05) which implies that there was linear relationship between independent and dependent variable. Furthermore, the study results indicated that there was a significance value (p<0.05), indicating that there was a linear relationship between stakeholders involvement and organizational performance of public TVET institutions. Further, the test for deviation from linearity also has a greater p value (p=0.157>0.05) which implies that there was linear relationship between independent and dependent variable.

4.6.2 Homoscedasticity Assumption

Levene's test of equality of error variances was used to homoscedasticity assumption. The assumption test results are presented in Table 19.

Table 19 Homoscedasticity Assumption

Variables	**F**	**df 1**	**df2**	**Sig.**
Needs identification	11.151	5	104	.286
Sourcing strategy development	14.698	10	99	.115
Suppliers selection	13.987	8	10	.16

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			1	3
Stakeholders involvement	19.071	8	10	.15
			1	4

The study findings in Table 19 show that the p-value for needs identification was (p=0.286>0.05). The p-value for payrolls practices was (p=0.115>0.05). The p-value for suppliers selection was (p=0.163>0.05) and finally the p-value for stakeholders involvement was (p=0.154>0.05). Therefore, the study concludes that there is no significant difference among the study variable variances. The study failed to reject the null hypothesis that error variance of the independent variables is equal across groups since the p values was greater than 0.05.

4.6.3 Normality Assumption Test

Kolmogorov-Smirnov was used to test the normality of the data used in the study. The normality assumptions test results are presented in Table 20.

Table 20 Normality Assumption Test

Variables	Statistic	Sig.
Needs identification	.723	.209
Sourcing strategy development	.729	.239
Suppliers selection	.822	.191
Stakeholders involvement	.648	.480

Results from Table 20 indicate that Kolmogorov-Smirnov values for needs identification was 0.209; sourcing strategy development was 0.239; suppliers selection was 0.191; stakeholders involvement was 0.480. The study results revealed that all the

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study variables had Kolmogorov-Smirnov values greater than 0.05. This implies that data for the study variables were normally distributed. In addition, the study revealed that all study variables had a significance value of above than 0.05 implying that data were normally distributed. The study findings concur with Saunders and Thornhill (2012) who noted that if the probability is greater than 0.05, then the data is normally distributed. Also, normality of the data was assumed since the number of observations was large.

4.6.4 Multicollinearity Assumption Test

Test for Multicollinearity was done using variance inflation factors (VIF) and tolerance as shown in Table .

Table 21 Multicollinearity Assumption Test

Variables	Tolerance	VIF
Needs identification	.115	8.681
Sourcing strategy development	.864	1.158
Suppliers selection	.798	5.190
Stakeholders involvement	.154	6.481

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The VIF and tolerance values for needs identification (Tolerance=0.115; VIF=8.681), for sourcing strategy development (Tolerance=0.864; VIF=1.158), for suppliers selection (Tolerance=0.798; VIF=5.190) and for stakeholders involvement (Tolerance=0.154; VIF=6.481). This implies that there was no multicollinearity among the study variables. The study results concured with Field (2009) who noted that VIF values in excess of 10 is an indication of the presence of Multicollinearity.

4.6.5 Autocorrelation Assumption Test

Test for Autocorrelation was done through Durbin-Watson test. The autocorrelation assumption test results are presented in Table .

Table 22 Autocorrelation Assumption Test

	Durbin-Watson
Needs identification	1.424
Sourcing strategy development	1.834
Suppliers selection	1.513
Stakeholders involvement	1.695

The results indicated in Table 22 revealed that Durbin- Watson statistic value of needs identification was 1.424. Also, the Durbin-Watson statistic value for sourcing strategy development was 1.834. Further the results indicated that Durbin-Watson statistic value for suppliers selection was 1.513 and for Stakeholders involvement was 1.695. This shows that the study variables had independence of errors because it meets the threshold of Durbin-Watson between 0-4. The Durbin Watson test reports a test statistic, with a value from 0 to 4, where: 2 denotes no autocorrelation; 0 to 2<2 denotes a positive autocorrelation; while >2 denotes a negative autocorrelation. The decision rule is that test statistic values in the range of 1.5 to 2.5 are relatively normal. Values outside this range could be cause for concern (Field, 2009).

4.6.2 Multiple Regression Analysis

Multiple regression analysis was run to establish the effect of independent variables on dependent variable.

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Table 23 Multiple Regression Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.893[a]	.798	.777	.35007

Source: Field Data (2024)

Model fitness was employed to assess the suitability of the multiple regression model for the dataset. The study results in Table revealed the model summary which provides the coefficient of determination (R^2) which revealed proportion of the variance in the dependent variable that is predictable from the independent variable and correlation coefficient (R) of 0.893 which revealed that there was 89.3% degree of association between the organizational performance and needs identification, sourcing strategy development, suppliers' selection and stakeholders' involvement.

The R-squared in this study was 0.798, which shows that the four independent variables (needs identification, sourcing strategy development, supplier selection and stakeholders' involvement). This means that needs identification, sourcing strategy development, supplier selection and stakeholders' involvement explain 79.8% of the variations in the dependent variable which is organizational performance. The results further imply that the model applied to link the relationship of the variables was satisfactory.

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Table 24 Multiple Regression Model Fitness Results

	Sum of Squares	df	Mean Square	F	Sig.
Regression	18.885	4	4.721	38.526	.000b
Residual	4.779	39	.123		
Total	23.665	43			

Source: Field Data (2024)

The study findings revealed that the F test value was 38.526. The p-value was 0.000 which is less than 0.05 and hence the model is good in predicting how the four independent variables (needs identification, sourcing strategy development, Suppliers selection) influence organizational performance of public TVET institutions in South Rift Region. This implies the independent variables are good predictors of organizational performance.

Table 25 Multiple Regression Model Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.086	.324		.266	.792
Needs identification	.285	.130	.257	2.194	.034
Sourcing strategy development	.273	.104	.312	2.620	.012
Suppliers selection	.238	.103	.251	2.326	.025
Stakeholders involvement	.185	.089	.213	2.083	.044

Source: Field Data (2024)

Table 25 shows the overall significant test results for the hypothesized research model. Study findings shows that needs identification had a positive and significant effect on organizational performance (β_1=0.285, p<0.05, .034). Sourcing strategy development had a positive and significant effect on organizational performance (β_2=0.273, p<0.05, .012). Supplies selection had a positive and significant effect on organizational performance (β_3=0.238, p<0.05, .025) and Stakeholders' involvement had a positive and significant effect on organizational performance (β_4=0.185, p<0.05, 044). The interpretations of the findings indicated follow the following regression model.

$$\mathbf{Y= \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4}$$

Therefore,

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$Y = .086 + .285X_1 + .273X_2 + .238X_3 + .185X_4$……...Equation 4.1

In addition, holding all the other independent variables constant, a unit increase in needs identification would lead to a 0.285 improvement in organizational performance of public TVET institutions in South Rift Region. Further, holding on the other independent variables constant, a unit increase in sourcing strategy development would lead to a 0.273 improvement in organizational performance of public TVET institutions in South Rift Region.

In addition, holding all the other variables constant, a unit increase in suppliers' selection would lead to a 0.238 improvement in organizational performance of public TVET institutions in South Rift Region. Finally holding all the other variables constant, a unit increase in stakeholders' involvement would lead to a 0.184 improvement in organizational performance of public TVET institutions in South Rift Region.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATION

5.1 Introduction

This section includes the conclusions, recommendations and areas for further studies.

5.2 Summary of the Findings

The first objective of the study was to establish the influence of needs identification on organizational performance of public TVET institutions in South Rift Region. The study reveals that needs identification has a significant positive effect on organizational performance of public TVET institutions in South Rift Region. The respondent agreed that public TVET institutions engage in proactive collaboration with industries to pinpoint skill gaps and emerging needs, ensuring alignment with procurement planning practices and also agreed that TVET institutions employ robust feedback mechanisms to capture student insights on curriculum relevance and essential employability skills, a vital aspect of needs identification in procurement planning. However, they also agreed that tracking alumni data enables institutions to map career trajectories and pinpoint areas for enhancing skills within existing programs, a strategic approach to needs identification in procurement planning and also agreed that public TVET institutions prioritize regular surveys to assess employer satisfaction with graduate skillsets, a key component of needs identification within procurement planning strategies.

The majority of the respondents agreed that the institution systematically conducts needs assessments to pinpoint training requirements for instructors. Aligning with industry trends and pedagogical advancements, it was crucial for effective procurement planning practices.

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On top of that, respondents agreed that integration of labor market analysis data into curriculum development and program planning underscores the institution's commitment to needs identification, a cornerstone of successful procurement planning strategies. Finally, the participants agreed that by conducting needs assessments within the local community, the TVET institution identifies essential skills for local economic development, a proactive approach in procurement planning practices.

The second objective of the study was to determine the influence of sourcing strategy development on organizational performance of public TVET institutions in South Rift Region. The study reveals that sourcing strategy development has a significant positive effect on organizational performance of public TVET institutions in South Rift Region. However, majority of the respondent agreed that the sourcing strategy proactively forges partnerships with relevant industries to facilitate student placements and enhance faculty development initiatives and also agreed that strategy integrates ongoing analysis of labor market dynamics and employer requirements to drive program enhancements and sourcing choices effectively.

Additionally, the respondents agreed that actively involving stakeholders like alumni, employers and community leaders in shaping the sourcing strategy ensures alignment with industry needs and fosters a collaborative approach and also agreed that leveraging data on student enrolment, placement rates and employer feedback enables informed decision-making and optimization of sourcing activities. They also agreed that the sourcing strategy places a strong emphasis on promoting diversity and inclusivity to attract a wide range of students from diverse backgrounds and also they agreed that by considering cost-effectiveness in sourcing methodologies the strategy strikes a balance between maintaining quality standards and adhering to financial

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constraints and lastly they agreed that the strategy's agility allows for timely adjustments to meet evolving labor market demands and shifts in student demographics, ensuring continued relevance and effectiveness.

The third objective of the study was to assess the influence of suppliers' selection on organizational performance of public TVET institutions in South Rift Region. The study shows that suppliers selection has a significant positive effect on organizational performance of public TVET institutions in South Rift Region. Additionally, the respondent sagreed that suppliers with a history of supplying similar goods/services to TVET institutions are preferred and also agreed that suppliers offering competitive pricing for their goods or services are given consideration. The respondents agreed that suppliers providing detailed product/service specifications and warranties are favored and also agreed that suppliers with a proven ability to deliver goods/services on time and within budget are prioritized. In addition, the respondents agreed that suppliers offering after-sales support and staff training are valued.They also agreed that suppliers that align with the TVET institution's values and ethical practices are sought after. The study found that suppliers demonstrate a commitment to diversity and inclusion in their business practices are encouraged.

The fourth objective of the study was to examine the influence of stakeholders' involvement on organizational performance of public TVET institutions in South Rift Region. The study established that stakeholders' involvement has a significant positive effect on organizational performance of public TVET institutions in South Rift Region. The respondents agreed that public TVET institutions regularly seek feedback from employers on the skills and qualifications needed by graduates to ensure procurement planning aligns with industry needs and also agreed that industry

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representatives are actively involved in curriculum development and revision processes to provide input on procurement requirements for effective training.

Majority of the respondents agreed that public TVET institutions provide opportunities for employer internships and work placements for students to gain practical experience and provide feedback on procurement practices. Further, it was noted that government agencies effectively collaborate with public TVET institutions to ensure alignment of procurement planning with national skills development goals. On the other hand, it was found that alumni networks are actively engaged in supporting and mentoring current students while providing feedback on the relevance of procurement practices to real-world needs. It was also found out that suppliers that align with the TVET institution's values and ethical practices are sought after and finally majority of the respondent agreed that community leaders are consulted on the training needs and programs offered by public TVET institutions to incorporate local context into procurement planning.

5.3 Conclusion of the study

Based on the findings from the study the study made the following conclusions, which were also based on specific objectives;

The study concludes that needs identification plays a pivotal role in enhancing organizational performance in public TVET institutions in the South Rift Region. By proactively collaborating with industries, employing robust feedback mechanisms, and integrating labor market analysis data, these institutions ensure that their procurement planning practices align with both industry trends and local economic development needs. This strategic approach not only addresses skill gaps but also ensures the relevance of the curriculum and the effectiveness of instructor training. The study also

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found that there was a moderate positive and statistically significant correlation between needs identification and organizational performance in public TVET institutions in the South Rift Region, ($r = 0.285$; $p < 0.05$). This implies that better needs identification enhances in public TVET institutions in the South Rift Region.

The study further concludes that a well-developed sourcing strategy significantly influences the organizational performance of public TVET institutions. By forging partnerships with industries, integrating ongoing labor market analysis, involving diverse stakeholders and emphasizing diversity and inclusivity, these institutions can effectively enhance student placements, faculty development, and overall program quality. The agility of the sourcing strategy also allows institutions to remain responsive to evolving labor market demands and demographic shifts. The study also found that there was a positive and statistically significant correlation between sourcing strategy and organizational performance in public TVET institutions in the South Rift Region, ($r = 0.273$; $p < 0.05$). This implies that better sourcing strategy enhances in public TVET institutions in the South Rift Region.

Additionally, the study concludes that supplier selection criteria are crucial for the optimal performance of TVET institutions. Preference for suppliers with a history of reliability, competitive pricing, detailed specifications, timely delivery, and after-sales support ensures that institutions receive high-quality goods and services that align with their values and ethical standards. Emphasizing diversity and inclusion in supplier selection further strengthens the institution's commitment to equitable practices. Also, it was observed that there was a positive and statistically significant correlation between supplier selection and organizational performance in public TVET

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institutions in the South Rift Region, ($r = 0.238$; $p < 0.05$). This implies that better supplier selections enhance in public TVET institutions in the South Rift Region.

Finally, the study concludes that stakeholder involvement is essential for aligning procurement planning with industry needs and ensuring the relevance of training programs. Regular feedback from employers, active participation of industry representatives in curriculum development, collaboration with government agencies, engagement of alumni networks, and consultation with community leaders collectively contribute to the alignment of procurement practices with real-world requirements and local context. The study found a positive and statistically significant correlation between stakeholder involvement and organizational performance in public TVET institutions in the South Rift Region, ($r = 0.185$; $p < 0.05$). This implies that better stakeholder involvement enhances in public TVET institutions in the South Rift Region.

5.3 Recommendations

The study recommends that; Public TVET institutions in the South Rift Region should strengthen their needs identification processes. Institutions should actively collaborate with industries, employ robust feedback mechanisms, and integrate labor market analysis data to ensure that procurement planning aligns with industry trends and local economic needs. This approach will help in addressing skill gaps, ensuring the relevance of the curriculum, and improving the effectiveness of instructor training. Additionally, institutions should regularly assess and refine their needs identification strategies to enhance organizational performance.

Public TVET institutions in the South Rift Region should develop and implement well-rounded sourcing strategies. These strategies should include forging partnerships

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with industries, integrating ongoing labor market analysis, and involving diverse stakeholders in the sourcing process. Emphasis should be laid on diversity and inclusivity to enhance student placements, faculty development, and overall program quality. Institutions should also ensure that their sourcing strategies are agile and responsive to evolving labor market demands and demographic shifts.

The public TVET institutions in the South Rift Region should establish clear and rigorous supplier selection criteria. Institutions should prioritize suppliers with a history of reliability, competitive pricing, detailed specifications, timely delivery, and robust after-sales support. By emphasizing diversity and inclusion in supplier selection, institutions can reinforce their commitment to equitable practices. Regular reviews and updates to supplier selection criteria are also recommended to maintain high-quality procurement and organizational performance.

Public TVET institutions in the South Rift Region should increase stakeholder involvement in procurement planning. Regular feedback from employers, active participation of industry representatives in curriculum development, and collaboration with government agencies should be prioritized. Engaging alumni networks and consulting with community leaders will also ensure that procurement practices are aligned with real-world requirements and the local context. Enhanced stakeholder involvement will contribute to the relevance and effectiveness of training programs, thereby improving organizational performance.

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5.4 Areas for Further Studies

The study suggests that future research should explore the influence of needs identification on organizational performance in public TVET institutions across other regions. Therefore, there is need for further investigation into the impact of sourcing

strategies on the performance of educational institutions in diverse contexts, including a comparison between private and public TVET institutions. This could help in identifying best practices that are adaptable across different educational settings. Future studies should explore the effectiveness of supplier selection criteria in various sectors beyond education. Understanding whether similar practices result in positive outcomes across different fields could provide valuable insights for improving supplier selection processes. Future research could also seek to examine the role of stakeholder involvement in different educational models, such as online or hybrid learning environments. This would help in understanding its impact on aligning procurement practices and enhancing overall institutional performance.

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APPENDIX I: CONSENT FORM

Title of Research Study: Procurement Planning Practices and Organizational Performance of Public Technical Vocational Education Training Institutions in South Rift Region, Kenya

Principal Investigator: Eddah Chebet A Master Student At St. Paul's University

Introduction

You are invited to participate in a research study about Procurement Planning Practices And Organizational Performance Of Public Technical Vocational Education Training Institutions In South Rift Region, Kenya. This study is being conducted by Eddah Chebet at Your Institution.

Purpose of the Study

The purpose of this study is to establish the influence of procurement planning practices on organizational performance of public TVET institutions in South Rift Region. The information you provide will help us to understand how to improve procurement planning practices and ultimately enhance the performance of these institutions.

Procedures

If you agree to participate in this study, you will be asked to complete a questionnaire. The questionnaire will take approximately 10-15 minutes to complete. The questionnaire asks questions about influence of procurement planning practices on organizational performance of public TVET institutions in South Rift Region.

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Risks and Benefits

There are no anticipated risks associated with participating in this study. This research does not offer any direct benefits to you; however, the findings may contribute to understanding the impact of procurement planning practices on the performance of public TVET institutions in the region. The study can inform policy makers and government agencies on the importance of procurement planning practices in improving the performance of public TVET institutions. The study can contribute to the body of knowledge on procurement planning practices and their impact on the performance of public TVET institutions.

Confidentiality

Your participation in this study is completely voluntary. All of the information you provide will be kept confidential. Your name will not be used in any reports or publications that come out of this research.

Right to Withdraw

You have the right to withdraw from this study at any time, without penalty. You can simply stop completing the questionnaire or inform the researcher of your decision.

Contact Information

If you have any questions about this study, please do not hesitate to contact the researcher at mbankr327722@spu.ac.ke or +254 714 474965.

Statement of Consent

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I have read and understood the information provided in this consent form. I have had the opportunity to ask questions and have received satisfactory answers. I understand that my participation is voluntary and that I have the right to withdraw at any time.

Participant:

Print Name: _____

Signature:_____Date:_____

Researcher:

Print Name: _____

Signature:_____Date:_____

Additional Information

You will be given a copy of this consent form for your records.

You will be informed of the study's findings once the research is complete

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APPENDIX II: QUESTIONNAIRE

This questionnaire is purely meant for academic research. Please fill in responses as truthfully as you can.

1. What is your gender?

   Male [ ] Female [ ]

2. What is your age group?

   Below 25 years ☐ 26 – 30 years ☐

   31 – 35 year ☐ 36 – 40 years ☐

   41 – 45 years ☐ 46 – 50 years ☐

   Over 51 years ☐

3. What is your highest level of education?

   Certificate [ ]

   Diploma [ ]

   Bachelor's Degree [ ]

   Masters [ ]

   PhD [ ]

4. Please indicate your working experience

   Below 5 years ☐ 6 – 10 years ☐

   11 – 15 years ☐ 16 – 20 years ☐

   Over 21 years ☐

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SECTION B: Influence of Needs Identification on Organizational Performance

Please indicate your agreement/disagreement on the following statements on "influence of needs identification on organizational performance". SD= Strongly Disagree; D= Disagree, N= Undecided, A = Agree and SA= Strongly Agree.

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Public TVET institutions engage in proactive collaboration with industries to pinpoint skill gaps and emerging needs, ensuring alignment with procurement planning practices.					
2. TVET institutions employ robust feedback mechanisms to capture student insights on curriculum relevance and essential employability skills, a vital aspect of needs identification in procurement planning.					
3. Tracking alumni data enables institutions to map career trajectories and pinpoint areas for enhancing skills within existing programs, a strategic approach to needs identification in procurement planning.					
4. Public TVET institutions prioritize regular surveys to assess employer satisfaction with graduate skillsets, a key component of needs identification within procurement					

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planning strategies.					
5. The institution systematically conducts needs assessments to pinpoint training requirements for instructors, aligning with industry trends and pedagogical advancements, crucial for effective procurement planning practices.					
6. Integration of labor market analysis data into curriculum development and program planning underscores the institution's commitment to needs identification, a cornerstone of successful procurement planning strategies.					
7. By conducting needs assessments within the local community, the TVET institution identifies essential skills for local economic development, a proactive approach in procurement planning practices.					

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SECTION C: Influence of Sourcing Strategy Development on Organizational Performance

Please indicate your agreement/disagreement on the following statements on "influence of sourcing strategy development on organizational performance". SD= Strongly Disagree; D= Disagree, N= Undecided, A = Agree and SA= Strongly Agree.

Statement	**Strongly**	**Agree**	**Neutral**	**Disagree**	**Strongly**

	Agree				Disagree
1. The sourcing strategy proactively forges partnerships with relevant industries to facilitate student placements and enhance faculty development initiatives.					
2. This strategy integrates ongoing analysis of labor market dynamics and employer requirements to drive program enhancements and sourcing choices effectively.					
3. Actively involving stakeholders like alumni, employers, and community leaders in shaping the sourcing strategy ensures alignment with industry needs and fosters a collaborative approach.					
4. Leveraging data on student enrollment, placement rates, and employer feedback enables informed decision-making and optimization of sourcing activities.					
5. The sourcing strategy places a strong emphasis on promoting diversity and inclusivity to attract a wide range of students from diverse backgrounds.					
6. By considering cost-effectiveness in sourcing methodologies, the strategy strikes a balance between maintaining quality standards and adhering to financial constraints.					

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7. The strategy's agility allows for timely adjustments to meet evolving labor market demands and shifts in student demographics, ensuring continued relevance and effectiveness.					

SECTION D: Influence of Suppliers Selection on Organizational Performance

Please indicate your agreement/disagreement on the following statements on "influence of suppliers selection on organizational performance". SD= Strongly Disagree; D= Disagree, N= Undecided, A = Agree and SA= Strongly Agree.

Statements	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
1. Suppliers with a history of supplying similar goods/services to TVET institutions are preferred.					
2. Suppliers offering competitive pricing for their goods/services are given consideration.					
3. Suppliers providing detailed product/service specifications and warranties are favored.					
4. Suppliers with a proven ability to deliver goods/services on time and within budget are prioritized.					

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5. Suppliers offering after-sales support and staff training are valued.					
6. Suppliers that align with the TVET institution's values and ethical practices are sought after.					
7. Suppliers demonstrating a commitment to diversity and inclusion in their business practices are encouraged.					

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SECTION E: Influence of Stakeholders Involvement on Organizational Performance

Please indicate your agreement/disagreement on the following statements on "influence of stakeholders involvement on organizational performance". SD= Strongly Disagree; D= Disagree, N= Undecided, A = Agree and SA= Strongly Agree.

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Public TVET institutions regularly seek feedback from employers on the skills and qualifications needed by graduates to ensure procurement planning aligns with industry needs.					
2. Industry representatives are actively involved in curriculum development and revision processes to provide input on procurement requirements for effective training.					
3. Public TVET institutions provide opportunities for employer internships and work placements for students to gain practical experience and provide feedback on procurement practices.					
4. Government agencies effectively collaborate with public TVET institutions to ensure alignment of procurement planning					

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with national skills development goals.					
5. Alumni networks are actively engaged in supporting and mentoring current students while providing feedback on the relevance of procurement practices to real-world needs.					
6. Community leaders are consulted on the training needs and programs offered by public TVET institutions to incorporate local context into procurement planning.					
7. Public TVET institutions effectively communicate their programs and offerings to potential students and employers to promote transparency and stakeholder engagement in procurement practices.					

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SECTION F: Organizational Performance of Public TVET Institutions

Please indicate your agreement/disagreement on the following statements on organizational performance of public TVET institutions. SD= Strongly Disagree; D= Disagree, N= Undecided, A = Agree and SA= Strongly Agree.

Statements	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**

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1. Clarity and communicability of the institution's mission and vision					
2. Effectiveness of leadership in providing strategic direction					
3. Level of faculty expertise and industry alignment of curriculum					
4. Adequacy of resources (equipment, facilities, technology) for training					
5. Efficiency of student support services (career guidance, counseling)					
6. Graduate satisfaction with the quality of training and preparedness for employment					
7. Employer satisfaction with graduates' skills and job readiness					

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APPENDIX III: UNIVERSITY LETTER

ST. PAUL'S UNIVERSITY

Private Bag 00217 LIMURU, KENYA
Email: office@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20 - 2020505/10
Mobile: +254 (0) 728 - 669000
(0) 736 - 424440

BOARD OF POSTGRADUATE STUDIES

16th July, 2024

National Commission for Science and Technology,
P.O. BOX 30623-00100,
Nairobi.

Dear Sir/Madam,

RE: RECOMMENDATION FOR EDDAH CHEBET – MBANKR327722 TO CONDUCT RESEARCH

This letter confirms the above-named person is a student in the Master of Business Administration Program at St. Paul's University.

The second year consists of a major research work leading to a Thesis. The student's selected topic is:

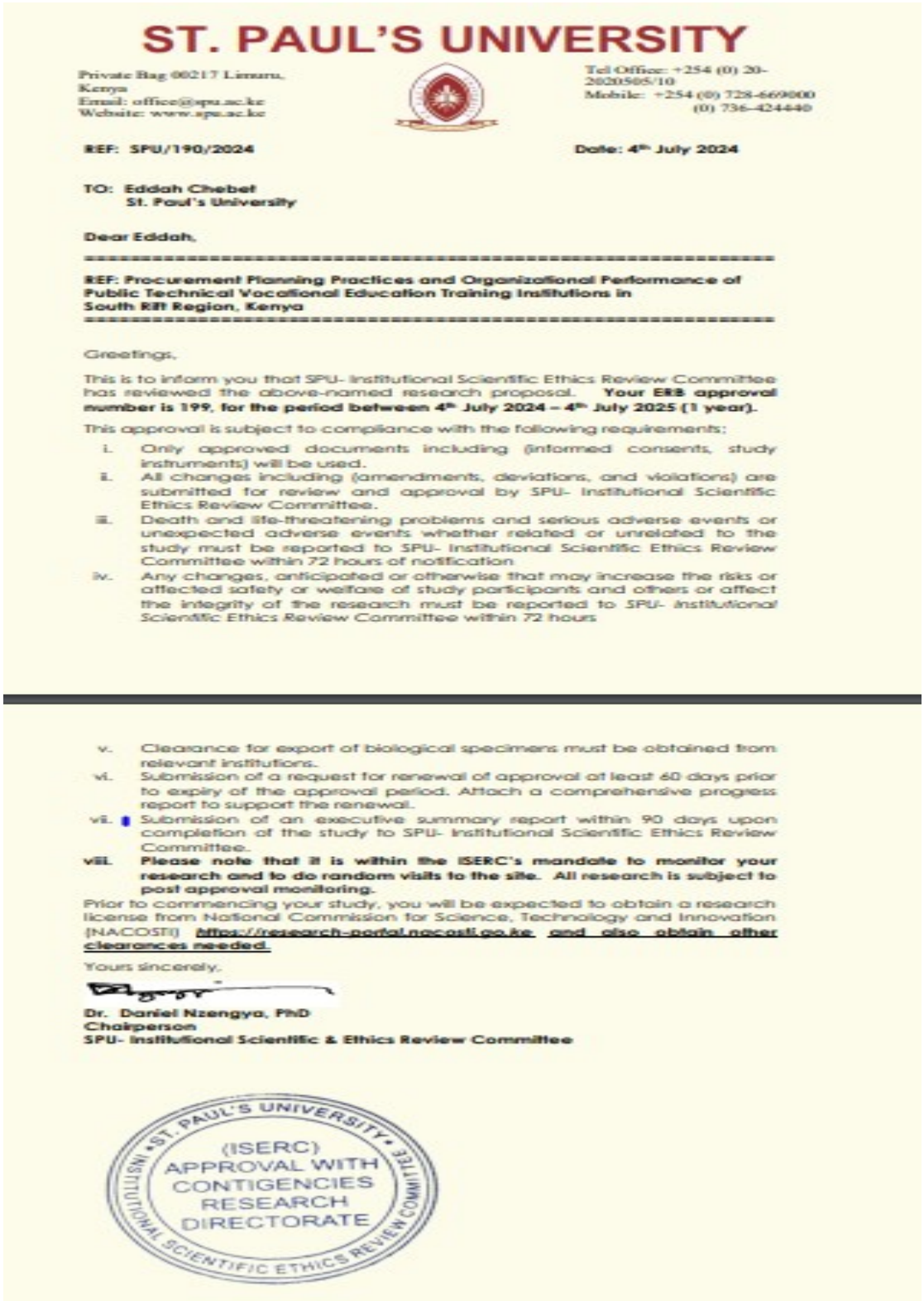
"Procurement planning practices and organizational performance of Public Technical Vocational Education Training Institutions in South Rift Region, Kenya."

Kindly grant this student the required permit.

Yours Faithfully,

Dr. John Muhoho
Director Board of Postgraduate Studies

APPENDIX V: INSTITUTIONAL SCIENTIFIC & ETHICS REVIEW COMMITTEE CERTIFCATE



ST. PAUL'S UNIVERSITY

Private Bag 00217 Limuru,
Kenya
Email: office@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728-669000
(0) 736-424440

REF: SPU/190/2024 **Date: 4th July 2024**

TO: Eddah Chebet
St. Paul's University

Dear Eddah,

REF: Procurement Planning Practices and Organizational Performance of Public Technical Vocational Education Training Institutions in South Rift Region, Kenya

Greetings,

This is to inform you that SPU- Institutional Scientific Ethics Review Committee has reviewed the above-named research proposal. **Your ERB approval number is 199, for the period between 4th July 2024 – 4th July 2025 (1 year).**

This approval is subject to compliance with the following requirements;

i. Only approved documents including (informed consents, study instruments) will be used.
ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SPU- Institutional Scientific Ethics Review Committee.
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SPU- Institutional Scientific Ethics Review Committee within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SPU- Institutional Scientific Ethics Review Committee within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions.
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
vii. Submission of an executive summary report within 90 days upon completion of the study to SPU- Institutional Scientific Ethics Review Committee.
viii. **Please note that it is within the ISERC's mandate to monitor your research and to do random visits to the site. All research is subject to post approval monitoring.**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) **https://research-portal.nacosti.go.ke and also obtain other clearances needed.**

Yours sincerely,

Dr. Daniel Nzengya, PhD
Chairperson
SPU- Institutional Scientific & Ethics Review Committee

ST. PAUL'S UNIVERSITY
INSTITUTIONAL SCIENTIFIC ETHICS REVIEW COMMITTEE
(ISERC)
APPROVAL WITH CONTIGENCIES
RESEARCH DIRECTORATE

APPENDIX VI: NACOSTI LETTER

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **727449**

Date of Issue: **24/July/2024**

RESEARCH LICENSE



This is to Certify that Ms.. EDDAH CHEBET CHEBET of St. Paul's University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Baringo, Bomet, Kericho, Nakuru on the topic: Procurement Planning Practices and Organizational Performance of Public Technical Vocational for the period ending : 24/July/2025.

License No: **NACOSTI/P/24/37991**

727449

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

APPENDIX VII: PLAGIARISM REPORT

PROCUREMENT PLANNING PRACTICES AND ORGANIZATIONAL PERFORMANCE OF PUBLIC TECHNICAL VOCATIONAL EDUCATION TRAINING INSTITUTIONS IN SOUTH RIFT REGION, KENYA

ORIGINALITY REPORT

15%	12%	4%	7%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Mount Kenya University Student Paper	1%
2	www.coursehero.com Internet Source	1%
3	ajernet.net Internet Source	1%
4	Submitted to Kenyatta University Student Paper	1%
5	erepository.uonbi.ac.ke Internet Source	<1%
6	Submitted to Copperbelt University Student Paper	<1%
7	uir.unisa.ac.za Internet Source	<1%
8	repository.kemu.ac.ke:8080 Internet Source	<1%

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APPENDIX VIII: TVET INSTITUTIONS

1. Rift Valley National Polytechnic

2. Kericho National Polytechnic

3. SOT Technical Training institute

4. Konoiin Technical Training Institute

5. Sotik Technical Training institute

6. Kapchekor Technical Training institute

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