

**LEVEL OF GENDER AWARENESS ON TENDERING PROCESS AND AWARD  
PROCESS IN INSTITUTIONS OF LEARNING IN NAKURU EAST SUB COUNTY,  
NAKURU COUNTY, KENYA**

<sup>1\*</sup> **Faith Maina**

[faithmaina191@gmail.com](mailto:faithmaina191@gmail.com)

<sup>2\*\*</sup> **Lilian Chesikaw**

[lchesikaw@yahoo.com](mailto:lchesikaw@yahoo.com)

<sup>3\*\*\*</sup> **Charles Wambu**

[chkamau06@yahoo.com](mailto:chkamau06@yahoo.com)

<sup>1,2,3</sup> Egerton University, Kenya

---

**Abstract:** *Women are among the special interest or disadvantaged groups in many developing countries, including Kenya. The participation of female in public procurement is significant for various government globally. In Kenya, public procurement, commonly referred to as tenderpreneurship, is dominated by influential male. Consequently, disadvantaged groups like female are discriminated against, which excludes them from development. The current study aimed to explore the participation of female in tenderpreneurship and their awareness about the tendering process. The study was conducted in learning institutions in Nakuru East sub-County, Nakuru County, Kenya. Using a descriptive, cross-sectional, quantitative design, data was collected by the use of questionnaires. The sample included 108 individuals who had applied for tenders in institutions of learning in the study area (73.15% male and 26.85% female). The study found out that the male participants were more knowledgeable on financing and aware of the entire tendering process with a Likert Scale Average of 3.8 compared to their female counterparts who had an average of 2.3. Further female counterpart indicated little understanding on the procurement process followed by learning institutions in the sub-county with an average score of 1.9 on Likert scale as compared to their male counterparts whom had an average score of 4.1. Consequently, it was recommended that level of awareness for female could be enhanced through education and training on public procurement, how to improve their business creditworthiness as well as funding and tender opportunities.*

**Keywords:** Level of Gender Awareness, Tendering Process, Award Process & Institutions of Learning

## **1. Introduction**

The actions needed to achieve gender equality on a worldwide basis are outlined in the Sustainable Development Goals (SDGs). However, only a small number of countries have thus far succeeded in achieving the objectives established at the global level (Amadi, 2019). As a result, it is crucial to work toward gender equality, female's empowerment, and incorporating gender perspectives into development initiatives (Orser et al., 2021). Gender equality is defined by the United Nations (2020) as the eradication of disparities between the sexes and the promotion of gender equality. Equal appreciation and recognition of the contributions made by male and female. Gender parity will improve when institutional safeguards for female and girls are established. Legal, social, and economic rights, according to Brixiová and Kangoye (2016), enable both male

and female to contribute positively to society, enjoy a minimal standard of living, and benefit from economic advancement.

The main driver of global industrialization is entrepreneurship. Leading economies like the United Kingdom and the United States of America have acknowledged that the SMEs are responsible for their economies' growth. Over 95% of all organizations in Sub-Saharan Africa, according to Hatega (2007), are Small and Medium Enterprises. It is impossible to overstate how important they are. The services sector of many economies, which is determined to be responsible for a greater portion of the job possibilities, is dominated by small and medium-sized businesses. In Kenya, 80% of the workforce is employed in the SME sector, which contributes 18% to the country's GDP (Kithae et al., 2013).

Kenya is a pioneer in the use of public procurement policy as an ongoing strategy to combat poverty, generate jobs, and level the playing field for female and other disadvantaged groups. Government all across the world are looking for creative methods to achieve equitable economic growth. Additionally, public sector contracts have come to be seen as a realistic economic empowerment choice as work prospects have proven to be particularly difficult to come by as a result of the epidemic. The 30% reservation policy in Kenya is one of the tools available to policymakers to attempt and address certain gender inequities and to support companies, particularly SMEs, given that they spend such significant sums of public money on procurement contracts. This important clause was included because minority groups, such female, young people, and people with disabilities, were frequently excluded from conducting business with the government. They lacked the financial resources or the ability to successfully traverse the drawn-out, bureaucratic government procurement procedures, making it difficult for them to comfortably compete with large organizations.

The government of Kenya has taken a number of actions through the Access to Government Procurement Opportunities (AGPO) program and affirmative action based on Articles 227 and 55 of the 2010 Constitution of Kenya, which support giving tender awards to businesses run and owned by people with disabilities, young people, and female (Mohammed, 2019). The Public Procurement and Asset Disposal Act, 2015 was further developed by the Parliament to implement Article 227. Despite this endeavor, female still lag behind their male counterparts in the workplace (Amadi, 2019). When competing with their male counterparts, female entrepreneurs frequently face gender-related obstacles. Apart from the informal networks, obtaining money from banks also presents a number of difficulties. The effectiveness of female entrepreneurs' enterprises is influenced by their personal traits. This has left a research void, necessitating an inquiry into how gender differences in Tenderpreneurship in educational institutions. Besides, not enough data has been recorded about the degree of knowledge of the AGPO program, particularly at the local level. This results in a lack of evidence creation that may support different interventions aimed at making it easier and more welcoming for female, young people, and people with disabilities to access opportunities with AGPO. The females have difficulties while forming and managing firms (UN Female, 2019).

The procedures for starting a firm are onerous, the government procurement tendering process is protracted, complicated, and involves a mountain of paperwork, and the government rarely pays suppliers and contractors on time. Reforming the tendering process to be inclusive of diverse SMEs is important in supporting entrepreneurial ecosystems (Akenroye et al., 2020). Gender inclusive tenderpreneurship is vital in advancing public policy goals, fostering innovation, and supporting social and economic development (Orser et al., 2021). The current study is further necessitated by the COVID-19 pandemic, considering that SMEs owned by female have been disproportionately affected (Torres et al., 2021; CIPE, 2021). Identifying supply characteristics is necessary for reforming strategies for socially inclusive tenderpreneurship (Brixiová & Kangoye, 2016).

Besides, it is critical to identify the challenges faced by underrepresented SMEs, such as those owned by female. These needs are addressed in the current study, using the geographic context of Nakuru East sub-county, Nakuru County, Kenya.

## **2. Literature Review**

### **2.1 Public Procurement and Concept of Tenderpreneurship**

The general function that outlines the actions and procedures used to obtain goods and services is procurement. Systems that provide a high level of accountability, openness, and value for money in the implementation of a procurement budget are considered effective public procurement systems (Geroski, 1990). They are essential for reducing poverty and maximizing the impact of aid (Orser et al., 2021). Public procurement is increasingly acknowledged as a tool of government policy and a catalyst for broader changes in the economy, society, and environment (Mohammed, 2019).

Entrepreneurship is the practice of starting a business (Martinez et al., 2016). The main driver of global industrialization is entrepreneurship. Leading economies like the United Kingdom and the United States of America have acknowledged that the SMEs are responsible for their economies' growth. Over 95% of all organizations in Sub-Saharan Africa, according to Hatega (2007), are Small and Medium Enterprises. It is impossible to overstate how important they are (Ancarani et al., 2019). The services sector, which is reported to be responsible for 75% of job openings, is dominated by small and medium-sized businesses in many economies. In Kenya, 80% of the workforce is employed in the SME sector, which contributes 18% to the country's GDP (Kithae et al., 2013).

Tenderpreneurship is a subset of Kenyan entrepreneurship that is also referred to as public procurement. A tenderpreneur, as defined by scholars, is a person working for the government or the commercial sector who procures contracts and bids for outsourced services. However, Andrew and Laurence (2018) claim that the term "tenderpreneur" refers to a businessperson in South Africa who leverages political connections to win government procurement contracts, also known as "tenders," frequently in exchange for reciprocal favors or advantages. According to a Kenyan viewpoint, Magang and Magang (2019) describe a tenderpreneur based on their personality traits and behavioral patterns. For instance, a tenderpreneur is a young person, typically a man in his thirties, who has made large sums of money from a government contract, who is the loudest in his group as a result of his new "success," who will not pass up the opportunity to introduce himself, and who occasionally speaks about having meetings and or dinners with government dignitaries.

The main goal of public procurement policy is to design an effective, transparent system that enables government to purchase products and services at a reasonable price in order to conduct their daily operations (Kirton, 2013; Akenroye et al., 2020). The facilitation of the promotion of regional industry and economic growth is a secondary goal of public procurement (GoK, 2005). Public procurement may be a beneficial instrument for an economy's growth and a nation's socioeconomic change given the size of government expenditure on products and services (Kirton, 2013). Despite being essentially an economic phenomenon, commerce is seen to have a substantial impact on sustainable development, according to a body of scholarship (Ancarani et al., 2019). There is no automatic transmission mechanism or direct causal link between commerce and human development, despite the fact that trade may be a driver of economic growth and development, according to Saastamoinen et al. (2018). There must be deliberate attempts to integrate trade regimes with human development goals, including gender equality, in order to ensure that trade benefits states, particularly developing ones (Akenroye et al., 2020).

## **2.2 The Level of Awareness on Tendering Process among Female and male**

Youth, male, and people with disabilities (PLWDs) are increasingly being targeted via empowerment initiatives conducted at the national and international levels to engage in public procurement (Maletzer et al., 2001). Their involvement in Tenderpreneurship is highly influenced by the spread of knowledge and access to information. According to Baron and Ozgen (2007), awareness is the strongest competitive force that a business may have. According to Moyi and Njiraini (2005), most businesses—especially those run by female—rarely engage in tender procedures because they are unaware of available public and private bids.

Market signals on business prospects, consumer trends, and organizational approaches are typically not successfully disseminated to female-owned businesses in underdeveloped nations (Okello-Obura et al., 2008). Inter-Trade Ireland (2009) claims that female and young people who own SMEs frequently struggle to find relevant opportunities and create competitive bids because they are unfamiliar with public procurement terminology and procedures (Korir, 2017). The Commonwealth Secretariat (2010) found that small and Medium Enterprises (SMEs) in Uganda have challenges due to a lack of understanding of the formal tendering procedure and the absence of feedback about prior unsuccessful tenders (Obanda, 2012).

For quality in an information-rich world, female's empowerment on tendering possibilities must be addressed (UN Female, 2019). Public procurement policymakers understand the importance of firms' engagement in the public procurement market (McCrudden, 2004). In acknowledgement of these limitations, the Kenyan government has created routes for particular groups to acquire tender information. The Public Procurement Oversight Authority helps the government write official bids (PPOA). Suppliers' forums update bidders on the public procurement processes and government measures to make it easier for SMEs. This has transformed the public's perception that public procurement is hard.

Additionally, the government has mandated that all public procurement bodies provide feedback to rejected bidders outlining the reasons they were unsuccessful in a particular offer. This encourages them to contribute more and also enables them to work on the areas where they fell short in the tender. High-value contracts are made public on departmental websites and daily newspapers (GoK, 2013). The effectiveness of suppliers for special groups can be increased when they compete with major firms for government contracts by employing improved information tools, mostly through the internet, for purchasing products and services using contemporary quality standards and business practices. As a result of these advancements in information availability, trade prospects can be improved by making these suppliers' vendors more palatable to international business partners (Murray, 2007). However, female's engagement in entrepreneurial activity is hampered by their lack of adequate education and training. Culturally, and particularly in rural areas, girls were not given the same opportunities to study as boys were, therefore they received little to no 13 education and training (if any at all), which tended to have an adverse influence on their ability to perform effectively in the future.

## **3. Methodology**

The study adopted descriptive survey due to its ability to consolidate both qualitative and quantitative data. The research targeted all the tenderpreneurs in the five wards within the Nakuru Town East Sub-County. The target population is approximately 385 individual suppliers. the sampling frame included all suppliers in learning institutions in the Nakuru Town East Sub-County that supply items such as food stuff, construction materials, school uniforms, repairing hardware's and software's, supply of fuel, vegetables, motor vehicles, laboratory equipment's, sports equipment's, stationery among others. It is assumed that all the bidders who won the tenders were legally contracted under the procurement laws. Simple random sampling using the lottery

technique was used to select the respondents (suppliers) from a list of all the suppliers in institutions of learning in Nakuru Town East Sub-County. A total of 108 respondents were drawn. Purposive sampling was done to select 30 key informants who included: school bursars, members of the tendering committee, and principals. The total study sample population was 138 respondents. Data was collected using questionnaires for the suppliers and Key informants interview schedules for key informants who included school bursars, members of the tendering committee, and principals.

## **4. Results and Discussions**

### **4.1 Socio-Demographic Characteristics of the Respondents**

To understand awareness about tendering processes, application for tenders, type of tenders applied for and awarded to people by gender, a survey targeting 108 participants was carried out in Nakuru Town East Sub-County. All the respondents managed to fill and submit the questionnaires, though some were assisted to do so. Therefore, the response rate was 100%. Descriptive statistics about the survey respondents are summarized in Table 1.

As shown in the table, the majority of the participants were male (73.15%), while the rest were female (23.85%). The implication is that males are involved in representing their households more than female. In regards to age, majority of the participants (Combined Proportion of 56%) were between adults, followed by the youths (18-34 Years), representing 33%. Participants above the age of 50 years were the least (10.77%). As for education, it was noted that most of the respondents had gone to college (48.85%), followed by those with 32 university education (28.46%). People with no formal education were the least in number (2.56%).

Majority of the participants (48.46%) were married, while 23.85% of them were single. On the other hand, widowed, and separated or divorced respondents comprised 14.87% and 12.82%, respectively. Most of the participants came from families with between 3 and 6 members (50.56%), followed by those who had less than three (26.15%). On the other hand, people from households with more than six family members were 23.33% of the participant population. In regards to dependents, majority of the participants (40%) indicated that they had between one and five dependents. On the other hand, 22.56% of the respondents had 6- 10 dependents, while 21.71% had none. However, it was noted that about 15.64% of the participants were relied upon by more than 10 family members and friends.

In regards to occupation, majority of the participants engaged in farming and Tenderpreneurship (31.28%), while only 3.08% were manufacturers cum tenderpreneurs. Those who engaged in Tenderpreneurship only formed about 23.85% of the participants. Civil servants cum tenderpreneurs and business people cum tenderpreneurs were 21.28% and 20.51% of the respondents, respectively. It was also noted that 56.41% of the respondents lived in a permanent house, while the rest, 43.59%, resided in a semi-permanent house. Furthermore, 51.28% of the participants owned the houses they lived in, while 48.72% of the houses were rented. Concerning income, majority of the participants earned between Kes 20,000 and Kes 50,000 monthly (46.67%). Also, 31.03% of the respondents earn Kes 20,000 or less. Only 3.59% of the participants earn more than Kes 110,000 per month. Finally, 10.77% and 7.95% of the participants earn Kes 50,001 – Kes 80,000 and Kes 80,001 – Kes 110,000 per month, respectively.

The participants were also requested to indicate the years they had been engaging in tenderpreneurship, if it applied to them. As per the results, the majority of the respondents, 41.67% had only been in such business for less than two years. Additionally, 29.63%, 18.52%, and 10.19% of the participants had been in

Tenderpreneurship for 2-5, 6-10, and more than 10 years, respectively. Finally, most people applied for tenders to supply construction and hardware materials. However, a significant number of such people applied for other types of tenders such as supply of dry cereals, vegetables and fruits, laboratory equipment and reagents, fuel and motor vehicle lubricants, and finally, uniforms.

**Table 1: Summary of Descriptive Statistics**

<b>Demographics</b>		
	<b>N = 108</b>	<b>Percentage (%)</b>
<b>Gender</b>		
Male	79	73.15%
Female	29	26.85%
<b>Total</b>	<b>108</b>	<b>100.00%</b>
<b>Age</b>		
18- 29 Years	19	17.95%
30-34 Years	17	15.74%
35-39	25	23.15%
40-44	20	18.52%
45-49 Years	15	13.89%
50 and above	12	10.77%
<b>Total</b>	<b>108</b>	<b>100.00%</b>
<b>Education Level</b>		
None	3	2.56%
Primary	6	5.13%
Secondary	22	20.00%
College	47	43.85%
University	31	28.46%
<b>Total</b>	<b>108</b>	<b>100.00%</b>
<b>Marital Status</b>		
Single	26	23.85%
Married	52	48.46%
Widowed	16	14.87%
Separated/Divorced	14	12.82%
<b>Total</b>	<b>108</b>	<b>100.00%</b>
<b>Family Size</b>		
Less than 3 Members	28	26.15%
3-6 Members	55	50.51%
6 and above Members	25	23.33%
<b>Total</b>	<b>108</b>	<b>100.00%</b>

**Number of Dependents**

0	24	21.79%
1-5	43	40.00%
6-10	24	22.56%
More than 10	17	15.64%
<b>Total</b>	<b>108</b>	<b>100.00%</b>

**Occupation**

Farmer / Tenderpreneur	34	31.28%
Civil Servant / Tenderpreneur	23	21.28%
Business Person / Tenderpreneur	22	20.51%
Manufacturer / Tenderpreneur	3	3.08%
Tenderpreneur Only	26	23.85%
<b>Total</b>	<b>108</b>	<b>100.00%</b>

**Type of House**

Permanent	61	56.41%
Semi-Permanent	47	43.59%
<b>Total</b>	<b>108</b>	<b>100.00%</b>

**House Ownership**

Yes	55	51.28%
No	53	48.72%
<b>Total</b>	<b>108</b>	<b>100.00%</b>

**Monthly Income**

Kes 20,000 or less	34	31.03%
Kes 20,001 – Kes 50,000	50	46.67%
Kes 50,001 – Kes 80,000	12	10.77%
Kes 80,001 – Kes 110,000	9	7.95%
More than Kes 110,000	4	3.59%
<b>Total</b>	<b>108</b>	<b>100.00%</b>

**Years in Tenderpreneurship**

Less than 2 Years	45	41.67%
2 - 5 Years	32	29.63%
6 - 10 Years	20	18.52%
More than 10 Years	11	10.19%
<b>Total</b>	<b>108</b>	<b>100.00%</b>

**Type of Tenders**

Construction and Hardware Materials	27	25.00%
Dry Cereals	14	12.96%
Vegetables and Fruits	21	19.44%

Uniforms	17	15.74%
Fuel and Motor Vehicle Lubricants	6	5.56%
Laboratory Equipment and Reagents	6	5.56%
Undisclosed	17	15.74%
<b>Total</b>	<b>108</b>	<b>100.00%</b>

#### 4.2 Level of Awareness on the Tendering Process among Females

An analysis of the level of awareness on tendering process among female and male in Nakuru East Sub County, Nakuru County, Kenya among the female respondents was executed and the results summarized in Table 2. It was established that a majority of them do not understand the procurement process followed by learning institutions in the Sub-County (Response rate of 96.6%, Likert Scale Average of 1.9, and standard deviation of 6.1). On the other hand, majority of the female participants were not sure whether learning 36 institutions in the Sub-County always look for the best suited supplier who offers value for money (Response rate of 96.6%, Likert Scale Average of 2.8, and standard deviation of 4.8). They were also not sure if the tendering process of learning institutions considers female, youth and people with disabilities from the sub-county (Response rate of 93.1%, Likert Scale Average of 2.9, and standard deviation of 5.1). During the interview Magdalena\* (Not her real name) indicated that “in my tenure as a tender committee member I have witnessed very few women applying for supply contracts in this learning institution. Even the few who sought tenders from us so not seem to understand how our procurement process works. Some of the applicants have exhibited high level of skepticism in regards to gender equality in the consideration of females, youths, and people living with disabilities.” However, the female disagreed that technical competence is not one of the requirements to be met when applying for tenders in learning institutions in the sub-county (Response rate of 96.6%, Likert Scale Average of 1.9, and standard deviation of 5.7). The respondents were also not sure if entrepreneurs must prove their financial capability and commercial soundness to be considered for tenders in learning institutions within the sub-county (Response rate of 96.6%, Likert Scale Average of 3.0, and standard deviation of 1.5).

In regards to whether the tendering process adopted by the sub-county’s learning institutions entails an open and competitive bidding, the female participants were not sure about it (Response rate of 93.1%, Likert Scale Average of 2.9, and standard deviation of 1.9). The females were also not aware whether learning institutions’ tenders are publicly advertised through the Public Procurement Information Portal (Response rate of 93.1%, Likert Scale Average of 2.4, and standard deviation of 2.9). Results from the interviews show that majority of the female candidates do not understand the requirements of being a successful supplier. One principal, Thomas\*, stated, “Very few of the females applying for tenders have demonstrated their awareness about the need for technical competence, commercial soundness, and financial capability. Moreover, the females seem to believe that the bidding process may not be open and competitive. In fact, 90% of the females I have interacted with indicate that they learnt about the tenders from someone, while we advertise our tenders through media. The implication is that very few females are aware of the tendering processes adopted by learning institutions.” Generally, the participants did not understand that the tendering process is executed by the tender 37 evaluation board, tender advertising and opening committee, and the tender validation and assessment board (Response rate of 96.6%, Likert Scale Average of 2.4, and standard deviation of 2.7). The participants were not sure if they had adequate knowledge on financing and the processes involved in the entire tendering process (Response rate of 96.6%, Likert Scale Average of 1.5, and standard deviation of 2.3).



The surveyed individuals indicated that according to their knowledge, relevant organizations such as credit providers and financial institutions did not regularly provide expert knowledge regarding tendering to people (Response rate of 93.1%, Likert Scale Average of 2.3, and standard deviation of 3.8). Also, the participants indicated that they were not aware of the existence of resource centers where one can obtain training on tendering and other critical information such as tender listings and required documentation and due diligence before servicing winning bids (Response rate of 93.1%, Likert Scale Average of 2.3, and standard deviation of 4.4). Similarly, the female participants did not understand how to identify credible procuring entities where they can bid and how to price their quotes (Response rate of 89.7%, Likert Scale Average of 2.3, and standard deviation of 3.8). According to Joel, a bursar in one of the institutions, “Majority of the female tender applicants are unaware of the financial and credit-provision companies’ efforts to educate people on how to maximize returns from Tenderpreneurship. The interviewee stated, “none of the females I have interacted with before ever affirmed that they had knowledge about resource centers that can offer an entrepreneur knowledge about procurement processes in institutions and how to place bids.” Majority of the participants did not know the types of tenders available from learning institutions (Response rate of 96.6%, Likert Scale Average of 1.9, and standard deviation of 5.2). As per the results, the respondents were unaware of the finance solutions available from banks such as LPO financing, bank guarantees, and invoice discounting (Response rate of 96.6%, Likert Scale Average of 2.4, and standard deviation of 3.8).

The participants further indicated that they did not know where to seek tender listing services and the sites to visit when they wanted (Response rate of 93.1%, Likert Scale Average of 2.4, and standard deviation of 3.4). According to the survey participants, they did not know whether individuals and groups receive support for business registration, tax filing, and financing from institutions (Response rate of 88.97%, Likert Scale Average of 38 2.1, and standard deviation of 4.6). Finally, majority of the female respondents did not have access to social capital since they were not connected with people with visions similar to theirs in regards to seeking tenders (Response rate of 96.6%, Likert Scale Average of 2.2, and standard deviation of 3.6).

**Table 2: Level of Awareness on the Tendering Process among Female Participants**

	No. of Responses	No. of Respondents	Response %	Mean	STDEV	Remarks
I understand the procurement process followed by learning institutions in the sub-county	28	29	96.6%	1.9	6.1	Disagree
Learning institutions in the Sub-County always look for the best suited supplier who offers value for money	28	29	96.6%	2.8	4.8	Not Sure
The tendering process of learning institutions considers female, youth and people with disabilities from the sub-county	27	29	93.1%	2.9	5.1	Not Sure
Technical competence is one of the requirements to be met when applying for tenders in learning institutions in the sub-county	28	29	96.6%	1.9	5.7	Disagree
Entrepreneurs must prove their financial capability and commercial soundness to be considered for tenders in	28	29	96.6%	3.0	1.5	Not Sure

	No. of Responses	No. of Respondents	Response %	Mean	STDEV	Remarks
learning institutions within the sub-county						
The tendering process adopted by the sub-county's learning institutions entails an open and competitive bidding	27	29	93.1%	2.9	1.9	Not Sure
Learning institutions' tenders are publicly advertised through the Public Procurement Information Portal	27	29	93.1%	2.4	2.9	Disagree
I understand the tendering process is executed by the tender evaluation board, tender advertising and opening committee, and the tender validation and assessment board	28	29	96.6%	2.5	2.7	Not Sure
I have the knowledge on financing and the processes involved in the entire tendering process	27	29	93.1%	2.3	3.8	Disagree
Relevant organizations such as credit providers and financial institutions regularly provide expert knowledge regarding tendering to people	27	29	93.1%	2.3	4.4	Disagree
There are resource centers where one can obtain training on tendering and other critical information such as tender listings and required documentation and due diligence before servicing winning bids	26	29	89.7%	2.3	3.8	Disagree
I understand how to identify credible procuring entities where I can bid and how to price my bids	28	29	96.6%	1.9	5.2	Disagree
I know the types of tenders available from learning institutions	28	29	96.6%	2.4	3.8	Disagree
I am aware of the finance solution available from banks such as LPO financing, bank guarantees, and invoice discounting	27	29	93.1%	2.4	3.4	Disagree
I know where to seek tender listing services and the sites to visit when I want them	26	29	89.7%	2.1	4.7	Disagree
People and groups receive support for business registration, tax filing, and financing from institutions	26	29	89.7%	2.1	4.2	Disagree

	No. of Responses	No. of Respondents	Response %	Mean	STDEV	Remarks
I have access to social capital since I am connected with people with visions similar to mine in regards to seeking tenders	28	29	96.6%	2.2	3.6	Disagree

### 4.3 Level of Awareness on the Tendering Process among Males

A separate analysis of the male participants was executed to determine their awareness on the tendering process. Table 3 provides a summary of the results. The findings indicate that unlike female, most male understand the procurement process followed by learning institutions in the sub-county (Likert Scale Average of 4.1 and standard deviation of 6.1). On the other hand, majority of the male were not sure whether learning institutions in the sub-county always look for the best suited supplier who offers value for money (Response rate of 96.6%, Likert Scale Average of 3.2, and standard deviation of 6.1). They were also not sure if the tendering process of learning institutions considers female, youth and people with disabilities from the sub-county (Response rate of 93.1%, Likert Scale Average of 3.1, and standard deviation of 5.1). However, the male agreed that technical competence is one of the requirements to be met when applying for tenders in learning institutions in the sub-county (Response rate of 96.6%, Likert Scale Average of 4.0, and standard deviation of 5.1). Conversely, respondents were not sure if entrepreneurs must prove their financial capability and commercial soundness to be considered for tenders in learning institutions within the sub-county (Response rate of 96.6%, Likert Scale Average of 3.0, and standard deviation of 2.2). One of the interviewees, a bursar, affirmed that males are aware of the learning institutions' tendering processes by stating that, "most of the males that have come to apply for tenders are inquisitive. They ask about the various stages of the tendering process and when they would take place. It is a clear indication that they understand what goes on during the bidding and selection processes. However, none ever asked what they needed to emerge the best applicants. This could imply the men were less concerned about the suitability issue. Their main concern is applying for the tenders and winning, depending on their technical competence and financial capabilities.

In regards to whether the tendering process adopted by the sub-county's learning institutions entails an open and competitive bidding, the male affirmed that bidding was open to all applicants, according to their understanding (Response rate of 93.1%, Likert Scale Average of 3.7, and standard deviation of 3.1). However, the males were not sure if they were aware if learning institutions' tenders are publicly advertised through the Public Procurement Information Portal (Response rate of 89.7%, Likert Scale Average of 3.0, and standard deviation of 1.9). Also, the male participants were not sure they understood that the tendering process is executed by the tender evaluation board, tender advertising and opening committee, and the tender validation and assessment board (Response rate of 96.6%, Likert Scale Average of 3.0, and standard deviation of 2.2). Mrs. Johnstone, a principal, affirmed during the interviews, that males knew that the bidding process was open and competitive. She indicated that majority of the male applicants could say, "we expect the best-suited applicant to win the bids, meaning they understood the role of competitive bidding. However, the principal stated, "the applicants always indicate that they learnt about the existence of open tenders from others, which makes wonder if majority of them are aware the tenders are advertised."

Usually, the role of the first committee, tender advertising and opening committee, is to advertise and open the tenders, as well as, prepare the report for the next committee. The 42 report short lists all applicants and their

merit. After this, the second committee, the tender evaluation board, awards tenders based on the merit of the applicants or bidders, as detailed in the first report. In the next stage, the report is forwarded to the principals for execution by issuing local purchase order (LPO) and local service orders (LSO) to qualified tenderers. The work of the third committee, the tender validation and assessment board, is to verify, ascertain, and validate that the tenderers delivered each item or goods or services to facilitate the processing of payments.

The male participants agreed that they had adequate knowledge on financing and the processes involved in the entire tendering process (Response rate of 96.6%, Likert Scale Average of 3.8, and standard deviation of 3.9). The surveyed male indicated that they were aware that relevant organizations such as credit providers and financial institutions regularly provide expert knowledge regarding tendering to people (Response rate of 89.7%, Likert Scale Average of 3.7, and standard deviation of 3.8). Also, the participants indicated that they were aware of the existence of resource centers where one can obtain training on tendering and other critical information such as tender listings and required documentation and due diligence before servicing winning bids (Response rate of 96.6%, Likert Scale Average of 4.1, and standard deviation of 5.2). Similarly, majority of the male understood how to identify credible procuring entities where they can bid and how to price their quotes (Response rate of 93.1%, Likert Scale Average of 3.5, and standard deviation of 3.2). Most of the male participants knew the types of tenders available from learning institutions (Response rate of 96.6%, Likert Scale Average of 3.8, and standard deviation of 3.6). As per the results, the respondents were aware of the finance solutions available from banks such as LPO financing, bank guarantees, and invoice discounting (Response rate of 93.1%, Likert Scale Average of 3.7, and standard deviation of 3.4). An interviewee indicated, “Most men exhibit confidence about their knowledge about the financing and processes involved in the tendering processes. One even confided with me that he had sought advice from some financial institution, which was also to loan him some money in case his bid sailed through. I have also learnt that most men understand the types of tenders available from our institutions, based on the way they make their application and inquiries.”

The male participants further indicated that they already knew where to seek tender listing services and the sites to visit when they wanted (Response rate of 96.6%, Likert Scale Average of 3.9, and standard deviation of 4.2). Further findings indicate that the males were certain that individuals and groups receive support for business registration, tax filing, and financing from institutions (Response rate of 89.7%, Likert Scale Average of 3.9, and standard deviation of 4.7). Most of the male had access to social capital since they were connected with people with visions similar to theirs in regards to seeking tenders (Response rate of 96.6%, Likert Scale Average of 3.6, and standard deviation of 3.8).

**Table 3: Level of Awareness on the Tendering Process among Male Participants**

	No. of Responses	No. of Respondents	Response %	Mean	STDEV	Remarks
I understand the procurement process followed by learning institutions in the sub-county	78	79	96.6%	4.1	6.1	Agree
Learning institutions in the sub-county always look for the best suited supplier	78	79	96.6%	3.2	4.8	Not Sure

	No. of Responses	No. of Respondents	Response %	Mean	STDEV	Remarks
who offers value for money						
The tendering process of learning institutions considers female, youth and people with disabilities from the sub-county	77	79	93.1%	3.1	5.1	Not Sure
Technical competence is one of the requirements to be met when applying for tenders in learning institutions in the sub-county	78	79	96.6%	4.0	5.1	Agree
Entrepreneurs must prove their financial capability and commercial soundness to be considered for tenders in learning institutions within the sub-county	78	79	96.6%	3.0	2.2	Not Sure
The tendering process adopted by the sub-county's learning institutions entails an open and competitive bidding	76	79	89.7%	3.0	1.9	Not Sure
Learning institutions' tenders are publicly through the Public Procurement Information Portal	77	79	93.1%	3.7	3.1	Agree
I understand the tendering process is executed by the tender evaluation board, tender advertising and opening committee, and the tender validation and assessment board	78	79	96.6%	3.6	2.6	Agree
I have the knowledge on financing and the processes involved in the entire tendering process	77	79	93.1%	3.7	3.6	Agree
Relevant organizations such as	78	79	96.6%	3.8	3.9	Agree

	No. of Responses	No. of Respondents	Response %	Mean	STDEV	Remarks
credit providers and financial institutions regularly provide expert knowledge regarding tendering to people						
There are resource centers where one can obtain training on tendering and other critical information such as tender listings and required documentation and due diligence before servicing winning bids	77	79	89.7%	3.7	3.8	Agree
I understand how to identify credible procuring entities where I can bid and how to price my bids	78	79	96.6%	4.1	5.2	Agree
I know the types of tenders available from learning institutions	77	79	93.1%	3.5	3.2	Agree
I am aware of the finance solution available from banks such as LPO financing, bank guarantees, and invoice discounting	78	79	96.6%	3.8	3.6	Agree
I know where to seek tender risk services and the sites to visit when I want them	77	79	93.1%	3.7	3.4	Agree
People and groups receive support for business registration, tax filing, and financing from institutions	76	79	89.7%	3.9	4.7	Agree
I have access to social capital since I am connected with people with visions similar to mine in regards to seeking tenders	78	79	96.6%	3.6	3.8	Agree

#### **4.4 Level of Awareness on the Tendering Process among the Youths**

A separate analysis of the youths, whether male or female, was carried out to find their level awareness regarding the tendering processes adopted by learning institutions and public organizations. In this case answers provided by people aged between 18 and 35 years were recorded and analyzed. Each participant's response to each prompt was collected. A quantitative analysis was executed to find the average Likert scale score to make inferences. Table 4 presents the results of the analysis.

Based on the results, most youths do not understand the procurement process followed by learning institutions in the sub-county (Response rate of 93.9%, Likert Scale Average of 1.8, and standard deviation of 4.2). On the other hand, majority of the youth participants were not sure whether learning institutions in the sub-county always look for the best suited supplier who offers value for money (Response rate of 90.9%, Likert Scale Average of 2.9, and standard deviation of 4.8). They were also not sure if the tendering process of learning institutions considers female, youth, and people with disabilities from the sub-county (Response rate of 97.0%, Likert Scale Average of 2.7, and standard deviation of 3.9). However, the youth's responses disagreed that technical competence is not one of the 48 requirements to be met when applying for tenders in learning institutions in the sub-county (Response rate of 87.9%, Likert Scale Average of 1.6, and standard deviation of 5.2).

The youth respondents were also not sure if entrepreneurs must prove their financial capability and commercial soundness to be considered for tenders in learning institutions within the sub-county (Response rate of 90.9%, Likert Scale Average of 3.0, and standard deviation of 2.5). One of the learning institution principals, Megan\*, indicated, during the interviews that, "I have been keen to understand the factors affecting youth involvement in Tenderpreneurship. From what I have learnt as I interact with some of the bidders, majority of the youth do not understand the procurement process. They always come to seek clarifications and directions on how to apply for tenders. Most just bid for the tenders without seeming to be aware of the need to prove their competence and financial capability.

The youth were also required to indicate whether or not the tendering process adopted by the sub-county's learning institutions entails an open and competitive bidding. The results affirmed that this cohort was not sure about it (Response rate of 97.0%, Likert Scale Average of 2.9, and standard deviation of 3.9). The youths were also not aware whether learning institutions' tenders are publicly advertised through the Public Procurement Information Portal (Response rate of 93.9%, Likert Scale Average of 2.2, and standard deviation of 2.9). Generally, the youth participants did not understand that the tendering process is executed by the tender evaluation board, tender advertising and opening committee, and the tender validation and assessment board (Response rate of 90.7, Likert Scale Average of 2.3, and standard deviation of 2.7). The participants indicated they did not have adequate knowledge on financing and the processes involved in the entire tendering process (Response rate of 93.9%, Likert Scale Average of 1.7, and standard deviation of 3.2). Beatrice\*, a bursar, stated during an interview with her, "Very few of the youth applicants indicated that they had learnt about the existence of an open tender through public adverts. The implication is that most of these young people have scanty information about the tendering processes, the requirements, and knowledge about financing."

The surveyed youths indicated that according to their knowledge, relevant organizations such as credit providers and financial institutions did not regularly provide expert knowledge regarding tendering to people (Response rate of 97.0%, Likert Scale Average of 2.1, and standard deviation of 4.1). Also, the youths indicated that they were not 49 aware of the existence of resource centers where one can obtain training on tendering

and other critical information such as tender listings and required documentation and due diligence before servicing winning bids (Response rate of 100.0%, Likert Scale Average of 1.9, and standard deviation of 3.8). Similarly, the youth participants did not understand how to identify credible procuring entities where they can bid and how to price their quotes (Response rate of 97.0%, Likert Scale Average of 1.9, and standard deviation of 4.2). Majority of the youth participants did not know the types of tenders available from learning institutions (Response rate of 90.9%, Likert Scale Average of 2.1, and standard deviation of 2.8). As per the results, the youth respondents were unaware of the finance solutions available from banks such as LPO financing, bank guarantees, and invoice discounting (Response rate of 93.9%, Likert Scale Average of 2.2, and standard deviation of 5.4).

Furthermore, the youths indicated that they did not know where to seek tender listing services and the sites to visit when they wanted (Response rate of 93.9%, Likert Scale Average of 2.2, and standard deviation of 3.4). According to the survey participants, they did not know whether individuals and groups receive support for business registration, tax filing, and financing from institutions (Response rate of 97.0%, Likert Scale Average of 2.0, and standard deviation of 4.9). Finally, majority of the youth respondents did not have access to social capital since they were not connected with people with visions similar to theirs in regards to seeking tenders (Response rate of 97.0, Likert Scale Average of 2.1, and standard deviation of 3.9).

**Table 4: Level of Awareness on the Tendering Process among Youth Participants**

	No. of Responses	No. of Respondents	Response %	Mean	STDEV	Remarks
I understand the procurement process followed by learning institutions in the sub-county	31	33	93.9%	1.8	4.2	Disagree
Learning institutions in the sub-county always look for the best suited supplier who offers value for money	30	33	90.9%	2.9	4.8	Not Sure
The tendering process of learning institutions considers female, youth and people with disabilities from the sub-county	32	33	97.0%	2.7	3.9	Not Sure
Technical competence is one of the requirements to be met when applying for tenders in learning institutions in the sub-county	29	33	87.9%	1.6	5.2	Disagree
Entrepreneurs must prove their financial capability and commercial soundness to be considered for	30	33	90.9%	3.0	2.5	Not Sure



	No. of Responses	No. of Respondents	Response %	Mean	STDEV	Remarks
tenders in learning institutions within the sub-county						
The tendering process adopted by the sub-county's learning institutions entails an open and competitive bidding	32	33	97.0%	2.9	3.9	Not Sure
Learning institutions' tenders are publicly advertised through the Public Procurement Information Portal	31	33	93.9%	2.2	2.9	Disagree
I understand the tendering process is executed by the tender evaluation board, tender advertising and opening committee, and the tender validation and assessment board	30	33	90.9%	2.6	2.7	Not Sure
I have the knowledge on financing and the processes involved in the entire tendering process	31	33	93.9%	1.7	3.2	Disagree
Relevant organizations such as credit providers and financial institutions regularly provide expert knowledge regarding tendering to people	32	33	97.0%	2.1	4.1	Disagree
There are resource centers where one can obtain training on tendering and other critical information such as tender listings and required documentation and due diligence before servicing winning bids	33	33	100.0%	1.9	3.8	Disagree
I understand how to identify credible procuring entities where I can bid and how to price my bids	32	33	97.0%	1.9	4.2	Disagree
I know the types of tenders available from learning institutions	30	33	90.9%	2.1	2.8	Disagree

	No. of Responses	No. of Respondents	Response %	Mean	STDEV	Remarks
I am aware of the finance solution available from banks such as LPO financing, bank guarantees, and invoice discounting	31	33	93.9%	2.2	5.4	Disagree
I know where to seek tender listing services and the sites to visit when I want them	32	33	97.0%	2.0	4.9	Disagree
People and groups receive support for business registration, tax filing, and financing from institutions	32	33	97.0%	2.1	2.1	Disagree
I have access to social capital since I am connected with people with visions similar to mine in regards to seeking tenders	31	33	93.9%	2.1	3.9	Disagree

## 5. Conclusion

The main purpose of the study was to explore level of gender awareness on tendering process and award process in institutions of learning in Nakuru east sub county, Nakuru County, Kenya. The study has affirmed that there is a low awareness of the tendering processes by female, and that only a few of them are fully aware of the process.

## 6. Recommendation

There is an urgent need to increase the awareness of female concerning the tendering process to enable them supply to institutions of learning. The awareness can be created through education and training about public procurement and funding opportunities.

## REFERENCES

- Akenroye, T. O., Owens, J. D., Elbaz, J., & Durowoju, O. A. (2020). *Dynamic capabilities for SME participation in public procurement. Business Process Management Journal, ahead-of-print(ahead-of-print)*. <https://doi.org/10.1108/bpmj-10-2019-0447>
- Amadi, H. (2019). *Emerging Procurement Laws and Female's Empowerment Emerging Procurement Laws and Female's Empowerment: Assessing the Costs And Benefits Of The Privatization Of The Telecommunications Sector In Kenya*. <http://sites.cortland.edu/wagadu/wp-content/uploads/sites/3/2016/02/Special-Issue-Volume-14-6a.pdf>

- Ancarani, A., Di Mauro, C., Hartley, T., & Tátrai, T. (2019). A Comparative Analysis of SME Friendly Public Procurement: Results from Canada, Hungary and Italy. *International Journal of Public Administration*, 42(13), 1106–1121. <https://doi.org/10.1080/01900692.2019.1575853>
- Baron, R., & Ozgen, E. (2007). Social sources of information in opportunity recognition: Effects of mentors, industry networks, and professional forums. *Journal of Business Venturing*.
- Brixiová, Z., & Kangoye, T. (2016). Gender and constraints to entrepreneurship in Africa: New evidence from Swaziland. *Journal of Business Venturing Insights*, 5, 1–8. <https://doi.org/10.1016/j.jbvi.2015.10.001>
- CIPE. (2021, December 13). The impact of COVID-19 Pandemic on Female-led Businesses and Female Entrepreneurs in MALEA. Center for International Private Enterprise. <https://www.cipe.org/blog/2021/12/13/the-impact-of-covid-19-pandemic-on-female-led-businesses-and-female-entrepreneurs-in-malea/>
- Geroski, P. A. (1990). Procurement policy as a tool of industrial policy. *International Review of Applied Economics*, 4(2), 182–198. <https://doi.org/10.1080/758523673>
- Hatega, L. (2007). SME development in Uganda, Private Sector Foundation Uganda, Kampala.
- Kithae, P., Kimani, J., Mburia, N., & Kenya, N. (2013). Hindrances to the Growth of Youth Led Micro and Small Agri-Businesses in Kenya.
- Kirton, R.M. (2013). Gender, Trade and Public Procurement Policy. Commonwealth Secretariat.
- Korir, S., Francis, O., Afande, Mathenge, F., & Maina, P. (2015). Constraints to Effective Implementation of E-Procurement in the Public Sector: A Survey of Selected Government Ministries in Kenya. *Journal of Information Engineering and Applications*, 5(4). <https://core.ac.uk/download/pdf/234677211.pdf>
- Korir, N.J. (2017). Influences of Access to Government Procurement Opportunities on Tendering Participation by Female in Nakuru County, Kenya.
- Magang, V.G., & Magang, T. (2019). What Is ‘Tenderpreneurship’? A Review of the Literature. *International Journal of Biometrics*, 14, 128.
- Maletzer, J., Dewitt, W., Keebler, J., Min, S., Nix, N., Smith, C., & Zacharia, Z. (2001). Defining Supply Chain Management. *Journal of Business Logistics*.
- Martinez, A., Marlow, S., & Martin, L. (2016). A Web of opportunity or the same old story? Female digital entrepreneurs and intersectionality theory. *Human Relations*, 70(3), 286–311. <https://doi.org/10.1177/0018726716650730>
- McCrudden, C. (2004). Using public procurement to achieve social outcomes. *Natural Resources Forum*, 28, 257-267.
- Mohammed, R. (2019). Progress on the Economic Empowerment of Female Entrepreneurs in Kenya’s 30% Preferential Public Procurement Policy. Walden Dissertations and Doctoral Studies. <https://scholarworks.waldenu.edu/dissertations/7562/>
- Moyi, E., & Njiraini, P. (2005). Towards Technology Models for MSEs in Kenya: Common Principles and Best Practices.

*Murray, J.G. (2007). Strategic procurement in UK local government.*

*Obanda, P.W. (2012). Small and Medium Enterprises (SMEs) and Public Procurement Contracts in Developing Countries.*

*Okello-Obura, C., Minishi-Majanja, M.K., Cloete, L., & Ikoja-Odongo, J. (2008). Sources of Business Information and Means of Access Used by SMEs in Uganda: The Case of Northern Uganda.*

*Orser, B., Liao, X. (Diane), Riding, A. L., Duong, Q., & Catimel, J. (2021). Gender-responsive public procurement: strategies to support female-owned enterprises. Journal of Public Procurement, ahead-of-print(ahead-of-print). <https://doi.org/10.1108/jopp-11-2019-0078>*

*Saastamoinen, J., Reijonen, H., & Tammi, T. (2018). Should SMEs pursue public procurement to improve innovative performance?*

*Torres, J., Maduko, F., Gaddis, I., Iacovone, L., & Beegle, K. (2021). The Impact of the COVID-19 Pandemic on Female-Led Businesses. Policy Research Working Papers. <https://doi.org/10.1596/1813-9450-9817>*

*UN Female. (2019). The power of procurement: How to source from female-owned businesses. UN Female – Headquarters.<http://www.unfemale.org/en/digital-library/publications/2017/3/the-power-of-procurement>*

*UN Female. (2019). The power of procurement: How to source from female-owned businesses. UN Female – Headquarters.<http://www.unfemale.org/en/digital-library/publications/2017/3/the-power-of-procurement>*