

**GENDER DISPARITIES IN TENDERPRENEURSHIP IN LEARNING  
INSTITUTIONS, IN NAKURU EAST SUB-COUNTY, NAKURU COUNTY, KENYA**

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**A Thesis Submitted to the Graduate School in Partial Fulfillment of the  
Requirements for the Master of Arts Degree in Gender and Development Studies of  
Egerton University**

**EGERTON UNIVERSITY**

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## DECLARATION AND RECOMMENDATION

### Declaration

This thesis is my original work and has not been presented in this University or any other for the award of a degree.

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### Recommendation

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## **DEDICATION**

I would like to dedicate this work to my husband Joshua Kimani to whom my education has been a priority. A special feeling of gratitude to my loving parents, Simon and Jane Maina to whom my education to them is such a pride and an accomplishment. Their prayers, support and unfailing love took me throughout all this period.

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## 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. It was informed by the social feminist (SF) theory and the entrepreneurship theory. The study used descriptive survey design, data was collected by the use of questionnaires and key informant interviews. 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 quantitative data was data analyzed for descriptive and inferential statistics using the Statistical Package for Social Sciences (SPSS) Software, Version 27 while qualitative data was analyzed using content analysis. The study found that the level of awareness about the tendering process was low among the female, which contributes to their shying away from the application for tenders, thereby benefiting male-run businesses. A significant relationship was found between the gender and proportion of male and female who applied for tenders ( $X^2 (2, N = 108) = 10.446, p = .001$ ). Besides, a significant relationship was also noted on the relationship between gender and winning or losing tender bids ( $X^2 (2, N = 91) = 4.073$ ). In sum, the findings show that there is low access to tenders in learning institutions by female. Female reported facing various challenges in entrepreneurship, which are characteristic of the gender imbalance existing in the society. Therefore, it is necessary to enhance the access of female to public procurement through policies that will improve their awareness, knowledge, and funding.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>AGPO :</b>	Access to Government Procurement Opportunities
<b>COTU :</b>	Central Organization of Trade Unions
<b>DPO :</b>	Disabled Persons Organizations.
<b>FKE :</b>	Federation of Kenya Employers
<b>GoK :</b>	Government of Kenya
<b>KII :</b>	Key Informant Interviews
<b>NGOs :</b>	Non-Government al Organization.
<b>PPOA :</b>	Public Procurement Oversight Authority.
<b>PLWDs:</b>	Persons Living with Disability.
<b>SAGA :</b>	Semi-Autonomous Government Agency.
<b>SDGs :</b>	Sustainable Development Goals.
<b>SF :</b>	Social Feminism.
<b>SMEs :</b>	Small and Medium Enterprises.
<b>WHO :</b>	World Health Organisation.
<b>YEDF :</b>	Youth Enterprise Development Fund

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

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.

Each country has a special way of managing public procurement, replete with its own set of obligations, responsibilities, powers, and lines of authority (Akenroye *et al.*, 2020). It is crucial that gender be taken into account in public procurement policies as it may provide equal access and benefits from the diversity of supplier chains (Loader, 2015). Male and female should have equal rights, thus it is important to make it simpler for more economic agents, particularly small and medium-sized enterprises (SMEs), to engage in the supply of products and services. This is due to the fact that this industry of the economy has the highest percentage of female-owned firms (Lukiwski, 2018). Equal compensation for equal effort and the gross domestic product (GDP) per person are positively correlated. When females are denied employment opportunities, the economy suffers. The same thing occurs when rules governing public procurement are applied in an effort to support the establishment of female-owned firms. Gender-responsive public procurement, or GRPP, is a program that promotes gender equality in public contracting (UN Female, 2018). This study aims at investigating the procurement process in Kenya to establish how women are involved in the process.

#### 1.1.1 The Concept of Tenderpreneurship in Kenya

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).

One category of entrepreneurial activity in Kenya is tenderpreneurship. A Tenderpreneur is a person in the public or private sector who secures contracts from the public or private sectors to ease the provision of outsourced services, as defined by scholars. However, Piper and Charman (2018) claim that a "tenderpreneur" is a South African slang term for a businessperson who utilizes political connections to get government procurement contracts, also known as "tenders," frequently in exchange for reciprocal favors or advantages. According to their personal traits and behavioral patterns, Magang and Magang (2021) describe a tenderpreneur from a Kenyan viewpoint. For example, a tenderpreneur is a young person, usually a man in his thirties, who has made a lot of money from a government contract, who is the loudest in his group as a result of his new "success," who won't miss the chance to introduce himself, and who occasionally talks about having meetings and/or dinners with government dignitaries.

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 Public Procurement and Assets Disposal (Amendment) Bill, 2015 amended the Public Procurement and Disposal Act, 2005 to ensure that at least 30% of public procurement is granted to youths, female, and Persons with Disabilities (PWDs) (PPDA, 2015). However, most Kenyan female think public tender winners are politically related. Thus, Access to Government Procurement Opportunities (AGPO), as stated on the National Treasury website, has failed to enable female, youth, and persons with disabilities-owned firms to engage in

government business opportunities via public procurement. A 2013–2016 sample of bids valued KES 5M or more shows that just 7.71% were granted via AGPO (Hivos East Africa, 2018).

### **1.1.2 Gender Disparities in Tenderpreneurship in Kenya**

Due to the patriarchal nature of Kenyan society, it is more challenging to resist discriminatory behaviors since they have a cultural foundation. In Kenyan culture, there are about equal numbers of male and female, but male have much better access to economic resources and decision-making (Vyas-Doorgapersad & Kinoti, 2015). Expanding female-owned enterprises and enhancing female's, families', and communities' well-being might be achieved through increasing female entrepreneurs' access to public procurement contracts, which would result in good social change (Mohammed, 2019).

Ntakobajira (2013) asserts that female may become economically independent through their productive activities, particularly in industry, and that this enables them to significantly contribute to the development of society as a whole. In addition to being a source of economic empowerment for female, female entrepreneurial activities, particularly in SME production activities, whether in the official or informal sectors, also have a beneficial social influence on the female involved. Many civilizations deny female equal opportunity. Gender engagement in different economic sectors indicated notable patterns and trends. These include the fact that female labor force participation in the modern sector has stayed below 30% for numerous years while male possess a disproportionately higher percentage of modern sector positions (Suda, 2002). She stated that female's lesser education, skills, and access to productive resources, excessive home duty, cultural views, and labor market segregation contribute to their poor involvement in the contemporary sector. What is the current status? Is it different or the status quo remains?

The fundamental goal of Kenya's strategy framework, according to Kihonge (2014), is to foster an atmosphere that is supportive to female entrepreneurs. Additionally, there is a special goal to promote economic development while also fostering equality, enhancing female collaboration in businesses, creating long-term job prospects, and achieving balance where bigger businesses are given preference over female entrepreneurs. According to Kihonge (2014), more than 50% of female entrepreneurs frequently face gender-related obstacles while starting new companies or expanding ones that already exist. Female are hampered by things like tradition, culture, and religion. Other significant obstacles that female face when obtaining funding from the official and informal banking sectors include a lack of collateral security.

For appropriate action to be taken to address the gaps, it is essential to be aware of the gender inequities present in the procurement process. The purpose of this study is to determine whether there are gender differences in tenderpreneurship experience levels that have a significant impact on tender application and award between male and female, as well as to determine the extent to which any gender differences in these areas could account for the gender gap.

### **1.2 Statement of the Problem**

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. 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. 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 affect each gender. 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.

### **1.3 General Objective**

To analyze the gender disparities in tenderpreneurship among suppliers in learning institutions, in Nakuru East Sub County, Nakuru County, Kenya.

### **1.4 Specific Objective of the Study**

The study was guided by the following objectives:

- i) To analyze the level of awareness on tendering process among the females, and males in learning institutions in Nakuru East Sub County, Nakuru County, Kenya.
- ii) To investigate the proportion of females and males applying for and awarded tenders in learning institutions in Nakuru East Sub County, Nakuru County, Kenya.
- iii) To determine the gender difference on type of tenders applied in learning institutions in Nakuru East Sub County, Nakuru County, Kenya.
- iv) To investigate the challenges faced by the females, and males in accessing tenders in learning institutions in Nakuru East Sub County, Nakuru County, Kenya.



### **1.5. Research Questions**

The study was guided by the following research questions:

- i) What is the level of awareness on tendering processes among the females, and males in learning institutions in Nakuru East Sub County, Nakuru County, Kenya?
- ii) What is the proportion of females and males applying for and awarded tenders in learning institutions in Nakuru East Sub County, Nakuru County, Kenya?
- iii) Which are the gender differences on types of tenders applied by female and male in learning institutions in Nakuru East Sub County, Nakuru County, Kenya?
- iv) What are the challenges females, and males in accessing tenders in learning institutions in Nakuru East Sub County, Nakuru County, Kenya?

### **1.6 Significance of the Study**

The study sought to identify the gender disparities that are there in the tendering processes and recommend feasible solutions. The study provides insights on various gaps, challenges and suggest solutions on tender application. The study findings also make a positive contribution to the realization of Vision 2030 of the Kenyan Government and the Sustainable Development Goals (SDGs), In Goal 8: to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all female and male. Lastly, the study findings provide recommendations to the relevant stakeholders including the policy makers, private and public entities on how to support the AGPO initiative in achieving its objective especially in view of tender awards.

### **1.7 Scope of the Study**

The study was confined in public and private learning institutions in Nakuru East Sub County, Nakuru County, Kenya. The business under focus were entrepreneurs dealing with cereals, groceries, supply of uniforms, fuels, repair and maintenance services, cleaning services and security services amongst others advertised annually. The study focused on men, women, youth and persons living with disabilities as stipulated in the public procurement and disposal act 2015.

### **1.8 Limitations of the Study**

- i) Findings from this study cannot be generalized in all sub-counties due to differences in business environment.
- ii) Some respondents were not willing to volunteer information but were assured the study was aimed for academic purposes
- iii) COVID-19 was a limitation thus the researchers engaged some of the respondents virtually.

### **1.9 Assumptions of the Study**

The researcher made the following assumptions

- i) The information given by the respondents concerning men and women in tenderpreneurship was full information, true, accurate and up to date.
- ii) The records on tender application and award in the learning institutions were up to date and sufficient.

### 1.10 Definition of Key Terms and Concepts

**Feminism:** The advocacy of women's rights on the basis of the equality of the sexes (Oxford English Dictionary, 2020). According to this study, feminism refers to the advocacy of women's rights on the basis of the equality of the sexes.

**Gender:** Gender refers to the characteristics of women, men, girls and boys that are socially constructed (WHO, 2022). In this study, gender refers to being a man or a woman.

**Gender Disparity:** Differences in female and male's access to resources, status and well-being, which usually favor male and are often institutionalized through law, justice and social norms (European Institute for Gender Equality, 2020). In this study, it refers to noticeable and usually significant difference or dissimilarity in tendering processes based on gender.

**Gender Difference:** Differences in female and male's access to resources, status and well-being, which usually favor male and are often institutionalized through law, justice and social norms (European Institute for Gender Equality, 2020). In this study, it refers to noticeable and usually significant difference or dissimilarity in tendering processes based on gender.

**Learning Institutions:** An organization founded and united for educational purposes (Collins English Dictionary, 2014). In this study, learning institutions refers to a place where people of different ages gain an education, including preschools, childcare, elementary schools, and universities.

**Level of Awareness:** level of consciousness or cognizance (Urban Dictionary, 2017). According to this study, level of awareness refers to consciousness or cognizance entrepreneurship and tenderpreneurship processes.

**Persons Living with Disabilities:** Refers to persons with physical or mental condition that limits their movements, senses, activities or effective interaction with the world around them (Collins English Dictionary, 2014). According to this study, it refers to male and female with physical condition that limits their movements, senses, activities or effective interaction with the world around them especially one imposed or recognized by the law.

**Proportion:** The relationship of one thing to another in terms of quantity, size, or number; ratio (Magang & Magang, 2019). According to this study, proportion refers to the relationship of male and female in tenderpreneurship in terms of quantity, size, or number/ratio.

**Social Feminism:** is a feminist movement that advocates for social rights and special

accommodations for women (Magang & Magang, 2019). In this study, it refers to a feminist movement that advocates for social rights and special accommodations for women.

**Tender:** is the process by which an organization who is in need of goods/services invites other parties to submit a proposal or bid to provide these goods/services (Magang & Magang, 2019). In this study it refers to the process by which an organization who is in need of goods/services invites other parties to submit a proposal or bid to provide these goods/services.

**Tenderpreneur:** is a person in government or the private sector who acquires private or government tenders and contracts to facilitate outsourced services (Magang & Magang, 2019). According to this study, it refers to male and female in entrepreneurship sector who obtains tenders and contracts in private or government learning institutions to facilitate outsourced services.

**Tenderpreneurship:** is the process of doing business in servicing tenders (Magang & Magang, 2019). According to this study, it refers to the process of doing business to facilitate outsourced services.

**Tendering Processes:** the process for calling, receiving, evaluating and awarding of Tender(s) (Liu, 2015). Based in this study, tendering process refers to the process for calling, receiving, evaluating and awarding of Tender(s) to men and women.

**Types of Tenders:** In this study, types of tenders refer to the goods and services to be facilitated like supply of Cereals, groceries, supply of uniforms, fuels, repair and maintenance services, cleaning services and security services.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviewed literature related to the gender disparities in tenderpreneurship in learning institutions. Specifically, on concept of tenderpreneurship, the level of awareness on tendering process among female and male, gender differences on entrepreneurship types of enterprises ventured. The chapter also looks at the theoretical and conceptual framework.

#### **2.2 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, Piper and Charman (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 (2021) 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 (Akenroye *et al.*, 2020; Kirton, 2013). 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).

### **2.3 The Level of Awareness on Tendering Process among Female and Male**

Youth, female, 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 Ozgen and Baron (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 & Wanambiro, 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, 2011).

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 education and training (if any at all), which tended to have an adverse influence on their ability to perform effectively in the future.

#### **2.4 Gender Differences in Tenderpreneurship**

According to Mohammed (2019), public procurement in Kenya has drawn attention due to corruption, cronyism, inefficiency, cartel capture, and ineptitude. This increased inspection, changes, and alterations. The Presidential Directive requires 30% of government procurement opportunities be designated for youth, female, and people with disabilities. According to the National Treasury website, AGPO's goal is to make it simpler for female-owned, young-owned, and disabled-owned enterprises to engage in government business opportunities through public procurement without challenging established corporations. More than 15,000 youth, female, and disabled individuals competed for government contracts in 2014-2015 (Korir *et al.*, 2015).

The Director General of Public Procurement Regulatory Authority PPRA indicated that most procurement organizations are mainstreaming the statutory responsibility slowly, as

demonstrated by low levels of reporting on compliance with preferential and reservation schemes. Public entities allegedly disobeyed Legal Notice 114 of June 2013. Due to budgetary challenges, the Kenyan government and other development partners have had trouble involving young people, female, and people with disabilities in public procurement.

## **2.5 Challenges Faced by Females and Males in Accessing Tenders**

Access to tenders is a critical issue for businesses in Kenya, as it allows them to participate in the competitive bidding process for government contracts and other opportunities. However, certain groups, including females, youths, and males, may face unique challenges in accessing these tenders. The challenges faced by females, youths, and males in accessing tenders in Kenya are significant and have been well documented in the literature. These challenges include cultural and social barriers, lack of access to information and resources, and discrimination in the tender process. There is a need to critically review the challenges faced by these groups in accessing tenders in Kenya, with a focus on the barriers and potential solutions to overcome these challenges to help the various groups continue doing business with the government and other public organizations.

In regards to females in Kenya, the cohort faces numerous challenges in accessing tenders, including gender discrimination and lack of access to finance. According to a study by the World Bank (2019), only 10% of tenders in Kenya are awarded to women-owned businesses. This is due in part to the fact that women are often excluded from the tendering process due to biases and stereotypes about their abilities and suitability for certain roles (Manwari *et al.*, 2017). One major barrier for women in accessing tenders is the lack of access to finance. Many women in Kenya do not have access to the necessary capital to start or grow their businesses, which can make it difficult for them to participate in the tendering process (World Bank, 2019). This is often due to a lack of collateral, as many women do not own property or have limited assets that can be used as collateral (Manwari *et al.*, 2017). Additionally, women may face difficulty obtaining loans due to their lack of credit history or because they are not seen as viable borrowers by financial institutions (World Bank, 2019). Therefore, there is a need to come up with ways of resolving these issues.

One of the main challenges faced by females in accessing tenders in Kenya is the cultural and social barriers that often exclude them from business opportunities. This is particularly true in rural areas, where traditional gender roles and stereotypes often prevent women from participating in economic activities (Ng'ethe & Gakii, 2017). For example, women may not have the same level of education or access to business training as men, which can make it difficult for them to compete for tenders (Githae, 2016). In addition to these cultural



barriers, women also face discrimination in the tender process. This can take the form of explicit biases or more subtle forms of discrimination, such as the preference for male-owned businesses or the use of informal networks to access tender opportunities (Githae, 2016). As Ng'ethe and Gakii (2017), indicated, this can be particularly problematic in sectors where women are underrepresented, such as in construction or engineering.

Another challenge faced by women in accessing tenders is the lack of networking and mentorship opportunities. Many women in Kenya lack the networks and connections necessary to access information about tenders and to build relationships with potential clients (Manwari *et al.*, 2017). This can make it difficult for them to compete with larger, more established firms that have established networks and relationships within the industry (World Bank, 2019). Although the challenges seem critical, they can be resolved to help women continue applying for government tenders.

There are several potential solutions to these challenges faced by women in accessing tenders in Kenya. One solution is the implementation of affirmative action policies and quotas, which have been successful in increasing the number of women-owned businesses awarded tenders in other countries (Manwari *et al.*, 2017). Other potential solutions include increasing access to finance for women, through initiatives such as microfinance programs and targeted lending policies (World Bank, 2019). Additionally, Manwari *et al.* (2017), says that providing networking and mentorship opportunities, such as business training and support programs, can help women build the skills and connections necessary to succeed in the tendering process. Also, the Women Enterprise Fund was established in 2006 to provide financial assistance to women-owned businesses, including access to loans and business development support (Githae, 2016). Additionally, Nge'the and Gakii (2017), indicate that the National Gender and Equality Commission has developed guidelines for the procurement process to ensure that women-owned businesses are given equal consideration in the tender process.

As for the youths in Kenya, they also face challenges in accessing tenders. Such hurdles include a lack of experience and skills, as well as a lack of access to finance. According to a study by the International Labour Organization (2019), young people in Kenya are more likely to be unemployed or underemployed compared to their older counterparts, and this lack of employment opportunities can make it difficult for them to gain the necessary experience and skills to participate in the tendering process. Another major barrier for youths in accessing tenders is the lack of access to finance. Many young people in Kenya do not have the necessary capital to start or grow their businesses, which can make it difficult for them to participate in the tendering process (International Labour Organization, 2019). This is often due to a lack of

collateral, as many young people do not own property or have limited assets that can be used as collateral (Manwari *et al.*, 2017). Additionally, The International Labour Organization indicates that young people may face difficulty obtaining loans due to their lack of credit history or because they are not seen as viable borrowers by financial institutions.

Finally, males in Kenya face a number of challenges in accessing tenders, including a lack of access to finance and limited access to information about tenders. One major barrier for males in accessing tenders is the lack of access to finance. Many males in Kenya do not have the necessary capital to start or grow their businesses, which can make it difficult for them to participate in the tendering process (World Bank, 2019). This is often due to a lack of collateral, as many males do not own property or have limited assets that can be used as collateral (Manwari *et al.*, 2017). Additionally, males may face difficulty obtaining loans due to their lack of credit history or because they are not seen as viable borrowers by financial institutions.

Another challenge faced by males in accessing tenders is limited access to information about tenders. Many males in Kenya lack the necessary networks and connections to access information about tenders and to build relationships with potential clients (Manwari *et al.*, 2017). This can make it difficult for them to compete with larger, more established firms that have established networks and relationships within the industry. There are several potential solutions to these challenges faced by males in accessing tenders in Kenya. One solution is the implementation of targeted lending policies, which can help males access the necessary financing to participate in the tendering process (World Bank, 2019). Other potential solutions include providing training and support programs to help males build the skills and connections necessary to succeed in the tendering process (Manwari *et al.*, 2017). Additionally, increasing transparency and access to information about tenders, through initiatives such as online platforms and more open and inclusive procurement processes, can help males have a better understanding of the tendering process and increase their chances of success.

## **2.6 Laws, Policies, and Institutions Governing Public Procurement**

In many countries, gender-equitable procurement is largely driven by government action, most often in the form of laws (Oluka *et al.*, 2020). Large American businesses and government organizations have decided to develop and put into action supplier diversity strategies based on American public policy and law. These programs aim to improve the percentage of goods and services that consumers buy from companies operated and controlled by women (Nyeck, 2015). Similar to this, equality regulations for the public sector and the Equality Standard for local government in the UK cover equality issues with regard to public procurement practices. The procurement policy of many government contracting organizations

frequently sets a number of criteria that must be completed in order to choose the supplier or contractor that is most qualified to offer products or contracts for services and civil works (Orser *et al.*, 2021). Instead of the particular elements like cost, delivery capacity, etc. that are frequently used to determine the results of procurement, the policy will provide the generic criteria (Oluka *et al.*, 2020).

Kenya has established gender equality measures. Article 27(8) of the Constitution of Kenya, 2010, provides that no more than two-thirds of the same gender must be elected or appointed to public offices at the national level, while Article 197 enshrines the same conditions at the county government level. Article 197 of the Constitution states that no two-thirds of the National Assembly, Senate, County Assembly, or Executive shall be the same gender. Article 227 of Kenya's 2010 Constitution guarantees fair, transparent, competitive, and cost-effective public procurement of goods and services, as well as protection or development for previously disadvantaged groups or people (Vyas-Doorgapersad & Kinoti, 2015).

The Kenyan government launched its Access to Government Procurement Opportunities (AGPO) initiative in October 2013. In order to comply with Article 2 of the Public Procurement and Disposal Rules of 2013 and Article 27 of the Kenyan Constitution, which both discuss equal rights and the absence of discrimination, this was done. The AGPO ensures that women and other underrepresented groups can participate in public procurement. Members of the AGPO are eligible to submit bids for 30% of government contracts, receive funding from the Youth/Female Enterprise Development Fund for local purchases and services, and are exempt from bid bonds and invoice discounting with banks (Vyas-Doorgapersad & Kinoti, 2015).

Sections 157 and 17 of the Public Procurement Act (2016) require the National Treasury to create a preference and reservations secretariat. The secretariat shall register, prequalify, and certify persons, organizations, and categories as stipulated in Part XII of the Act. The National Treasury gives space and cash for Sections 157 and 18 secretariat activities. In the procurement strategy, reserve items, services, and labor. Section 9 requires the PPRA to supervise the application of preference and reservation schemes by procurement entities, monitor and assess preference and reservations under the Act, and produce quarterly public reports. PPRA oversees preference and reservation system.

Institutions and policies help people with disabilities. The Persons with Disabilities Act of 2003 covers disability rights, rehabilitation, and equal opportunity (Vyas-Doorgapersad & Kinoti, 2015). The Ministry of Gender, Children, and Social Development controls the National Council for Persons with Disabilities, while the ministry of education includes

children with physical and mental disabilities in regular schools. The National Development Plan (2002–2008), emphasizes strengthening vocational rehabilitation facilities for persons with physical and mental disabilities and taking aggressive action in employment, vocational training, and education. The objective of promoting female's equality and involvement in society has been pursued by a wide range of organizations and programs and will continue to be.

## **2.7 Theoretical Framework**

Development theories are becoming more and more prevalent. The way that the main players and the mechanics of regional development are described in various theories varies. There is seldom anything like a widely recognized perspective on development (Ward *et al.*, 1998). Theoretical frameworks from the fields of rural sociology, community development, and entrepreneurship will serve as the basis for this study. Theories from these domains aid in understanding how individuals are socialized, how they launch enterprises in society, and how many circumstances affect how well they fit in, which in turn affects what they do for a profession (Orser *et al.*, 2021).

### **2.7.1 Entrepreneurship Theory**

Richard Cantillon introduced the notion of entrepreneurs as risk-takers in the first half of the eighteenth century, and economic entrepreneurship theories have been developed since then. The classical neoclassical and Austrian market process schools of thought all offer explanations for entrepreneurship that, for the most part, center on economic conditions and the opportunities they create. Economic theories on entrepreneurship sometimes draw harsh criticism for failing to acknowledge the dynamic, open nature of market systems, neglecting the special characteristics of entrepreneurial activity, and underestimating the variety of contexts in which an entrepreneur operates. The Small Business Association's definition of an entrepreneur says that they build a company and take on risk in order to turn a profit, but it doesn't address why there are gender differences in entrepreneurship. This theory is not filling up but, to supplement it the social feminist theory was used.

### **2.7.2 The Social Feminist Theory.**

The Social Feminist (SF) theory says that females are different because of how they were raised (Calás & Smircich, 1989). So, female have different ideas about risk and growth than male do, and as a result, they have different goals (Grilo *et al.*, 2008). Gottschalk and Niefert (2013), say that because female have different views on risk and growth, they take a different approach to business activities. This means that their businesses are smaller and grow more slowly. Fischer *et al.* (1993), pointed out that the SF theory says that male and female

have different experiences from the beginning of their lives. Because of these differences, male and female see the world differently as they go through life. Calás and Smircich (1989), said that the SF theory says that both male and female experiences can be used to build knowledge and organize society. In contrast to the liberal feminist theory, male and female are not seen as being fundamentally the same. So, male and female can share experiences that are thought to help define a group-based mode of reasoning or understanding. It is said, though, that neither the male nor the female way of seeing things is inherently better or more useful to society (Gottschalk & Niefert, 2013).

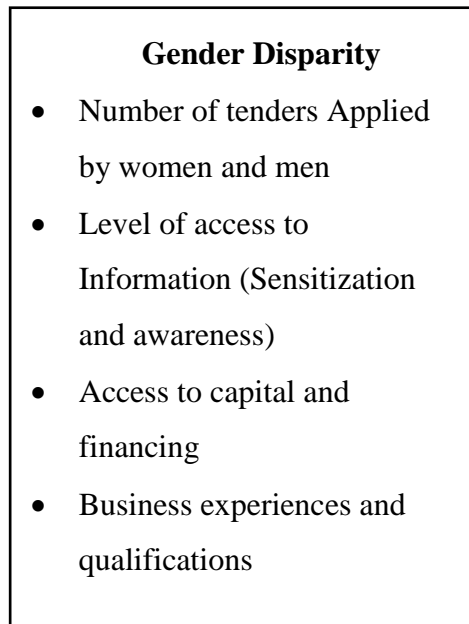
According to Orser *et al.* (2021), the social feminist theory considers gender as social outcome, in which variations in male are female occur due to socialization. Together with role congruity theory, the social feminist theory tries to expound on the reasons why females are less likely to pursue science, technology, engineering, and mathematics (STEM) courses and related businesses. Most of them consider not fit for the masculine nature of the occupations. This makes it clear that the gender effects of (in) congruity in sector engagement need to be separated out. This is one of many factors that make it hard for SMEs to get involved in tenderpreneurship (Lukiwski, 2018).

Another assumption that social feminism makes is the admission that gender variation in motives, practices, and perceptions of the business owners contribute to the performance of the firm (Orser *et al.*, 2021). It is difficult for the female to take advantage of government procurement possibilities. The public procurement contracting used to be dominated by successful businesses. Male are active in their pursuit of business prospects and are knowledgeable about the conditions necessary to start and operate firms. Male have traditionally been encouraged to pursue commercial possibilities. Coercive policy actions (targets, quotas, set-asides, preferential procurement, weighted assessment schemes) and interventions for building capacity (gender-based analysis of procurement spending, outreach, technical and financial assistance, mentor-protégé programs, funding for female business owner associations and certification organizations) may be required to level the playing field (Martinez *et al.*, 2016; Tabitha, 2017).

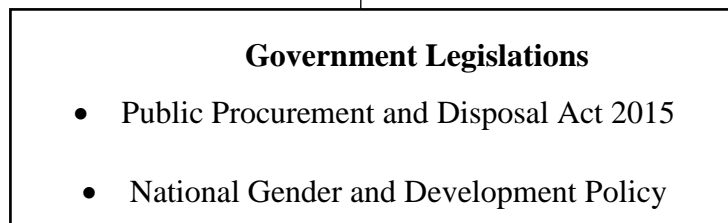
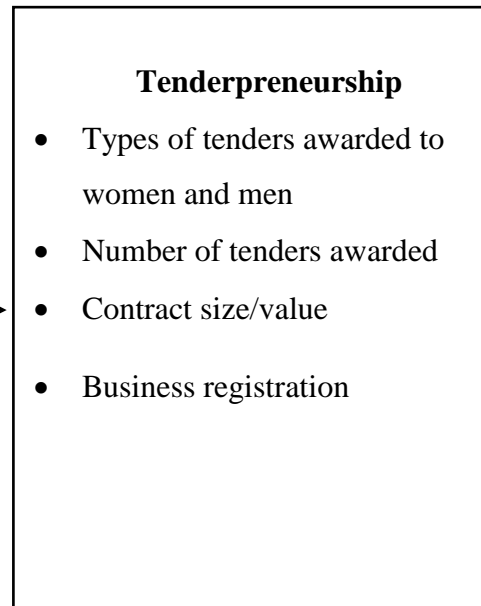
## **2.8 Conceptual Framework**

The enterprises ran by female and the youth are not thriving well like others, not because of reasons of their own making but majority of them have not learned from anywhere, but out of default. There are businesses ran by people of the Indian or Kikuyu origin and they have thrived, this is because right from the start, the children are part of the business therefore able to learn the ropes with time as shown in Figure 1.

### Dependent Variables



### Independent Variables



### Intervening Variables

**Figure 1: Relationship between Independent, Dependent and Intervening Variable**

Source: Own Conceptual Frame Work

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter provides details of the research design that the researcher utilized in this particular study. In addition to this, it describes the target population and sampling frame, the sample and sampling methodology, the data collecting tools, the results of the pilot study, and the data processing and analysis methods that the researcher used in this specific study. Additionally, discussions on validity, dependability, and ethical concerns are included in this section.

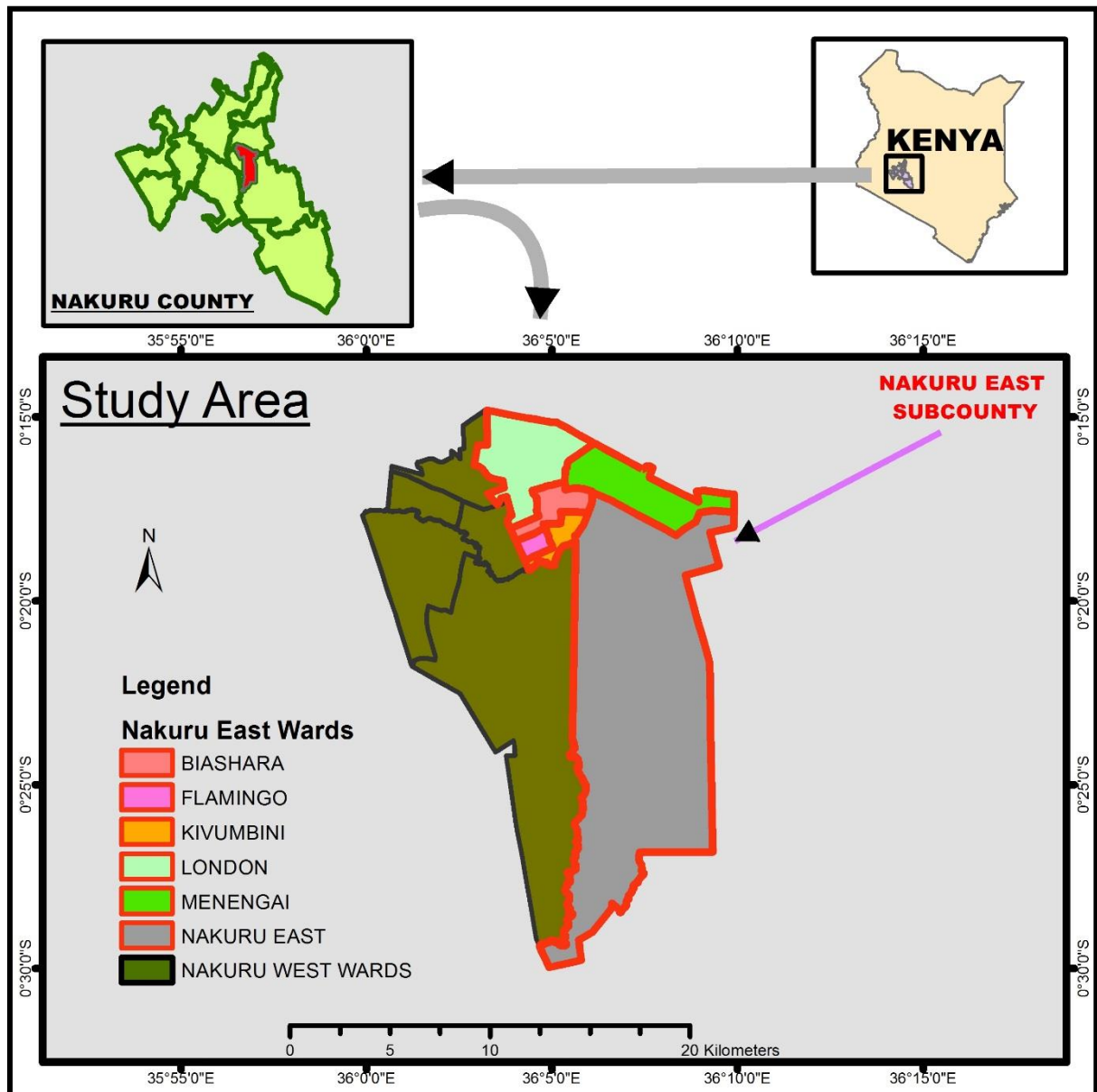
#### **3.2 Research Design**

Research design specifies the methods and procedures for collecting and analyzing the required information (Adams *et al.*, 2014). It indicates a framework for the research, as well as, the research methods chosen to determine the information data needed. The research design defines the sampling method, sample size, measurement, and data analysis processes. This study used a descriptive research survey design. A descriptive survey was adopted because of its ability to consolidate both qualitative and quantitative data. A descriptive survey was appropriate for this study because structured and semi-structured data could easily be collected (Cooper & Schindler, 2014). A descriptive research design provides a valid and accurate representation of factors and variables, which pertain to the research questions. In this case a descriptive research design was more appropriate because the study sought to find out the gender differences in awareness to the tendering processes among Nakuru Town East and how female tenderpreneurs are affected.

#### **3.3 Study Area**

The research was carried in Nakuru County, which is within the south eastern part of Rift Valley Province in Kenya as shown in Figure 2. The region borders Baringo, Laikipia, Nyandarua, Narok, Kajiado, Bomet, and Kericho Counties (CGN, 2021). Nakuru County, where Nakuru Town East Sub-County is located, has a total population of 2,162,202 people. Among these residents 1,077,272 (49.82%) are male while the rest, 1,084,835 (50.18%) are female (NCP, 2022). There are 616,046 households in the county, and each household has between three and four members. The county lies on an area of 7,462.4 square feet. Farming is the main source of income in Nakuru County. Still, the county's ecological system is strong, and people in Nakuru depend on it for tourism, energy, and other economic activities (CGN, 2021). In Nakuru Town East Sub-County, there is a total population of 193,926 residents. Among the people, 100,960 (52.06%) are male, while 92,956 (47.94%) are female (NCP,

2022). The sub-county sits on an area of 230.9 square feet. The population density is 840 people per square kilometer. The main economic activities in the region are agriculture, business, tourism, and financial services.



**Figure 2: Map of Study Area - Nakuru Town East Sub-County**  
 Source: Egerton University Geography Department

### 3.4 Study Population

A population is the group of people, things, or data from which to select a sample. Population is a group of observable persons, events, or things. It is the total number of units from which a researcher gets findings. The population for this study consisted of tenderpreneurs in Nakuru and all level learning institutions within the town. This population was considered ideal because it possesses the qualities desired and has the capacity to facilitate



the realization of the specific objectives of the study. 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. Table 1 Indicate the distribution of suppliers in public and private institutions.

**Table 1: Representation of institutions of learning in Nakuru East constituency**

<b>Institution</b>	<b>Kivumbini ward</b>	<b>Biashara ward</b>	<b>Flamingo ward</b>	<b>Nakuru East ward</b>	<b>Menengai ward</b>	<b>Total</b>
Private tertiary institutions	8	6	8	7	5	34
Public tertiary institutions	20	12	10	12	10	64
Private secondary schools	12	10	8	12	12	54
public secondary schools	12	22	10	21	22	87
Private primary schools	18	22	14	22	20	96
Public primary schools	10	12	8	8	12	50
<b>Total</b>	<b>80</b>	<b>84</b>	<b>58</b>	<b>82</b>	<b>81</b>	<b>385</b>

Source: Egerton University Geography Department

### 3.5 Sampling Frame

A sampling frame is a list of the people, events, sources of information, or tools from which a sample is taken. It is a list of everyone in a population who can be sampled. This can include people, households, businesses, or institutions. For this study, 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.

### 3.6 Sampling Techniques and Sample Size

The sample size for the study was determined using a formula according to Mugenda and Mugenda (2003), who recommended the following formula that was developed by Krejcie and Morgan (1970)

$$S = \frac{X^2 NP (1-P)}{D^2(N-1) + X^2 P(1-P)}$$

Where S = required sample size, N = the given population size, P = population proportion assumed to be 0.5 as this yields the maximum possible sample size required, D = the degree of occurrence with the highest occurrence and  $X^2$  = the table value of Chi-square for one degree of freedom. Inserting the required information into the formula where N=385, P= 0.5, D= 0.05 and  $X^2 = 3.841^2$  gives:

$$S = \frac{3.841^2 \times 385 \times 0.5(1-0.5)}{0.05^2(385-1) + 3.841^2 \times 0.5(1-0.5)}$$
$$= 108.382195 = 108 \text{ suppliers}$$

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. According to Mutai (2000), this procedure is applied to ensure that the sample selection is independent of human judgment; and that the chance of selection for each member of the population would be non-zero. In doing this, the researcher wrote the name of all suppliers in the five administrative wards of Nakuru Town East Sub-County participating in the study on slips of paper, the slips of paper with the names of the respondents were inserted in a box and mixed thoroughly and then drawn (without looking) the required number of slips for the sample one after the other without replacement. In doing so, the researcher made sure that in successive drawings each of the remaining elements of the population had the same chance of being selected. 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.

### 3.7 Data Collection Instruments

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.

#### 3.7.1 Questionnaire for Suppliers

The questionnaire was designed to assist the researcher get information from respondents. The surveys featured both closed and open-ended questions since the researcher

desired precise information and personal perspectives. Closed questions forced respondents to pick one response from a list of alternatives, whereas open-ended questions let them express their opinions. Open-ended questions were best for qualitative data. This led to accurate and rich information for the researcher because questionnaires capture straightforward information. In his absence, the researcher gave respondents self-administered questionnaires. Since some prospective informants could have trouble filling out the questionnaires, research assistants were authorized to help. Respondent anonymity allowed for honest replies. A questionnaire was an appropriate instrument since it allowed for flexible question formulation, which helped obtain important data.

### **3.7.2 Key Informants Interview Schedule**

Key informant Interview schedule were used to gather information from key informants (school bursars, members of the tendering committee, and principals) regarding the tendering processes in learning institutions. The information sought from this cohort was qualitative. In this case, data pertaining to the challenges that females, and males face as they try to apply and win tenders from learning institutions within the sub-county was collected. The interviewees were also required to share their thoughts about what they thought would be appropriate solutions to the hurdles that the different gender groups face.

### **3.8 Pilot Study**

Before the actual data collection, the researcher conducted a pre-testing study from the target population. Pilot study area was chosen as the researcher needed similar characteristics with the main study sample. The researcher used 20 percent of the sampled population for pre-testing where 10 percent is the minimum number of cases required for conducting statistical analysis as recommended by Mugenda and Mugenda (2003). Therefore the pre-testing participants were 22 suppliers who applied for tenders in learning institutions in Nakuru East. The sample was not included in the final study population. Simple random sampling was used to select the participants. After looking at the results of the pilot study and fixing any problems that came up from unclear questions, the real data collection began. But before collecting the actual data, the researcher got permission from the university and other authorities. The purpose of pre-testing was to enable the researcher to ascertain the reliability and validity.

### **3.9 Validity of Instruments**

Validity, according to Bryman (2004), is the extent to which a test measures what it is supposed to measure. The focus will be on face validity and content validity. According to Mugenda and Mugenda (2003), internal validity is concerned with the extent to which a study establishes a factor or variable that actually caused the effect. It is the extent to which

extraneous variables have been controlled. External validity of the instrument indicates the appropriateness, meaningfulness and applicability of inferences to the target population (Creswell *et al.*, 2007). All assessments of validity are subjective opinions based on the judgment of the researcher (Orodho, 2003). Appropriate and relevant items were constructed in-order to capture all the research objectives to ensure valid and reliable data. Validity is established by expert judgment (Orodho, 2003), therefore, the instruments were reviewed by the study supervisors and other educational experts from the Institute of Gender, Women and Development Studies of Egerton University. Validation of instruments was carried out to improve their effectiveness for collecting relevant data.

### **3.10 Reliability of the Instruments**

According to Mugenda and Mugenda (2003), a measuring instrument is reliable if it produces the same results or data after repeated trials. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over time (Orodho, 2003). From the theory of measurement, each response to an item reflects the true score for the intended construct and to some extent some random error (Kothari & Gaurav, 2014). A reliable measure minimizes the measurement error and the relationship between the true score and the observed score to be strong. The pre-testing enable the researcher to assess the clarity of the test items so that those items found to be inadequate or vague will be modified to improve the quality of the research instrument, thus increasing its reliability. The instruments were tested for reliability by using cronbach alpha coefficient to determine the internal consistency of the items. From the pilot test results a reliability coefficient of  $\alpha=0.819$  was obtained. This was an indication that the instruments attained a reliability coefficient above the required threshold which is 0.7 and were therefore considered suitable to give consistent results from various respondents.

### **3.11 Data Collection Procedures**

After collecting questionnaires from respondents, they were reviewed for completeness and consistency, revised, and coded for computer analysis. Coding data allowed categorizing replies. Content analysis, descriptive statistics, and inferential statistics were used to examine the data. Tables summarized participant demographics. Data analysis summarized fundamental traits and linkages to generalize and determine behavior patterns and results. Inferences were drawn from respondent means, answer percentages, and standard deviations. The structured data was evaluated using Microsoft Excel and SPSS to explain study findings.

Qualitative data from the interviews was analyzed through content analysis. Respondents' perspectives on tendering and awarding were analyzed using content analysis

Content analysis organizes qualitative data into themes and topics. Content analysis, the systematic qualitative description of the content of the study's objects or materials, was employed in qualitative data, which was first coded to allow the use of data analysis instruments. The information was presented in form of explanations and quotations from what the interviewees said. However, the interviewees were assigned aliases to conceal their identity in compliance with the confidentiality and privacy ethical considerations.

Quantitative data was analyzed using Likert Scale average scores, response percentages, and standard deviations. Furthermore, chi-square tests were executed to find out the proportion of male and female applying for tenders, the types of tenders each gender applied for, and the proportion of female and male that was awarded the tenders. Therefore, various hypotheses were tested to determine awareness about tendering processes, application for tenders, and type of tenders applied for and awarded to people by gender. The conclusions arrived at were used to make inferences about the issue under review.

### **3.12 Ethical Considerations**

An introduction letter and a research permit were obtained from graduate school department and ethical committee at Egerton University by the researcher and the National Commission for Science, Technology and Innovation (NACOSTI) respectively. Later, a letter from the county department of social service was sought to approve the study to be conducted in Nakuru Town East Sub-County. Instructions were specified to the respondents, while the informants were assured that their confidentiality and autonomy would be guaranteed. The participants were then offered ample time to answer the questionnaires, which were collected upon completion. It was also essential to seek consent from prospective participants. In this case, it was ensured that every respondent was involved at will by allowing them to offer their consent. It was important to ensure that the respondents understood the significance of the study before they provided any information. The questions were drafted carefully to ensure that no part of the data collection instrument provoked emotions since the study was gender sensitive. Sensitive information was avoided to eradicate the possibility of emotional harm. Participants were allowed to skip the questions that they did not like to answer.

The researcher kept all of the data that was collected confidential. The participants were informed that data was to be used only for research purposes and that it would be discarded after analysis. No part of the responses was shared with third parties. Also, personal information was not disclosed during the reporting of the research findings. The participants were informed that the responses and the findings were to be reported anonymously to ensure

privacy. Furthermore, the results were reported accurately, based on the study context. The researcher ensured adherence to the COVID-19 Protocols and Guidelines by the Ministry of Health, especially when research assistants had to get in touch with the respondents and assist them fill the questionnaires. In this case, social distance was maintained with the respondents and the research assistants. Everyone was supposed to wear their masks (Torres *et al.*, 2023).

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

In this chapter, results and discussion are presented. The purpose of the study was to analyze the gender disparities in tenderpreneurship among suppliers in learning institutions, in Nakuru East Sub County, Nakuru County, Kenya. Data was collected from one hundred and eight respondents. All the instruments were answered, as they were self-administered by the researcher. This represents 100% level of response rate.

The study findings presented and discussed in this chapter are based on the four objectives listed below: -

- i) To analyze the level of awareness on tendering process among females, and males and the proportion of tenders awarded to each gender in Nakuru East Sub County, Nakuru County, Kenya.
- ii) To investigate the proportion of females and males applying for and awarded tenders in learning institutions in Nakuru East Sub County, Nakuru County, Kenya.
- iii) To determine the gender difference on type of tenders applied in learning institutions in Nakuru East Sub County, Nakuru County, Kenya.
- iv) To investigate the challenges faced by females, and males in accessing tenders in learning institutions in Nakuru East Sub County, Nakuru County, Kenya.

#### **4.2 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 2.

As shown in the Table 2, 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. Could it be because of their socialization? Socially, women were to be on the domestic sphere while men participated in the economic growth. 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 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 2: Summary of Descriptive Statistics**

<b>Description</b>	<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>
<b>Number of Dependents</b>	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>
<b>Occupation</b>	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>
<b>Type of House</b>	Permanent	61	56.41%
	Semi-Permanent	47	43.59%
	<b>Total</b>	<b>108</b>	<b>100.00%</b>
<b>House Ownership</b>	Yes	55	51.28%
	No	53	48.72%
	<b>Total</b>	<b>108</b>	<b>100.00%</b>
<b>Monthly Income</b>	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>
<b>Years in</b>	Less than 2 Years	45	41.67%
<b>Tenderpreneurship</b>	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>
<b>Type of Tenders</b>	Construction and Hardware		25.00%
	Materials	27	
	Dry Cereals	14	12.96%
	Vegetables and Fruits	21	19.44%
	Uniforms	17	15.74%
	Fuel and Motor Vehicle		5.56%
	Lubricants	6	
	Laboratory Equipment and		5.56%
	Reagents	6	
	Undisclosed	17	15.74%
	<b>Total</b>	<b>108</b>	<b>100.00%</b>

### **4.3 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 3. 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 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, one of the respondent 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 and Oversight Agency Publication (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 of the principal respondents in the key informant interviews stated that, “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 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 one of the bursar respondents in the key informant interviews, “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 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 3: Level of Awareness on the Tendering Process among Female Participants**

<b>Description</b>	<b>No. of Responses</b>	<b>No. of Respondents</b>	<b>Response %</b>	<b>Mean</b>	<b>STD EV</b>	<b>Remarks</b>
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 learning institutions within the sub-county	28	29	96.6%	3.0	1.5	Not Sure
The tendering process adopted by the sub-county's learning institutions	27	29	93.1%	2.9	1.9	Not Sure

<b>Description</b>	<b>No. of Responses</b>	<b>No. of Respondents</b>	<b>Response %</b>	<b>Mean</b>	<b>STD EV</b>	<b>Remarks</b>
entails an open and competitive bidding						
Learning institutions' tenders are publicly advertised through the Public Procurement and Oversight Agency Publication	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

<b>Description</b>	<b>No. of Responses</b>	<b>No. of Respondents</b>	<b>Response %</b>	<b>Mean</b>	<b>STD EV</b>	<b>Remarks</b>
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
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

#### **4.4 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 4 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 and Oversight Agency Publication (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). One of the principal, affirmed during the interviews, that males knew that the bidding process was open and competitive. The principal 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 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 4: Level of Awareness on the Tendering Process among Male Participants**

<b>Description</b>	<b>No. of Respo nses</b>	<b>No. of Respon dents</b>	<b>Respo se %</b>	<b>Me an</b>	<b>STD EV</b>	<b>Rem arks</b>
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 who offers value for money	78	79	96.6 %	3.2	4.8	Not Sure
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 and Oversight Agency Publication	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

<b>Description</b>	<b>No. of Respo nses</b>	<b>No. of Respon dents</b>	<b>Respo se %</b>	<b>Me an</b>	<b>STD EV</b>	<b>Rem arks</b>
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 credit providers and financial institutions regularly provide expert knowledge regarding tendering to people	78	79	96.6 %	3.8	3.9	Agree
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 risking 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

#### **4.5 Level of Awareness on the Tendering Process among the Youths Respondents**

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 5 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 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 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 and Oversight Agency Publication (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). A bursar stated during an interview, “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 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).

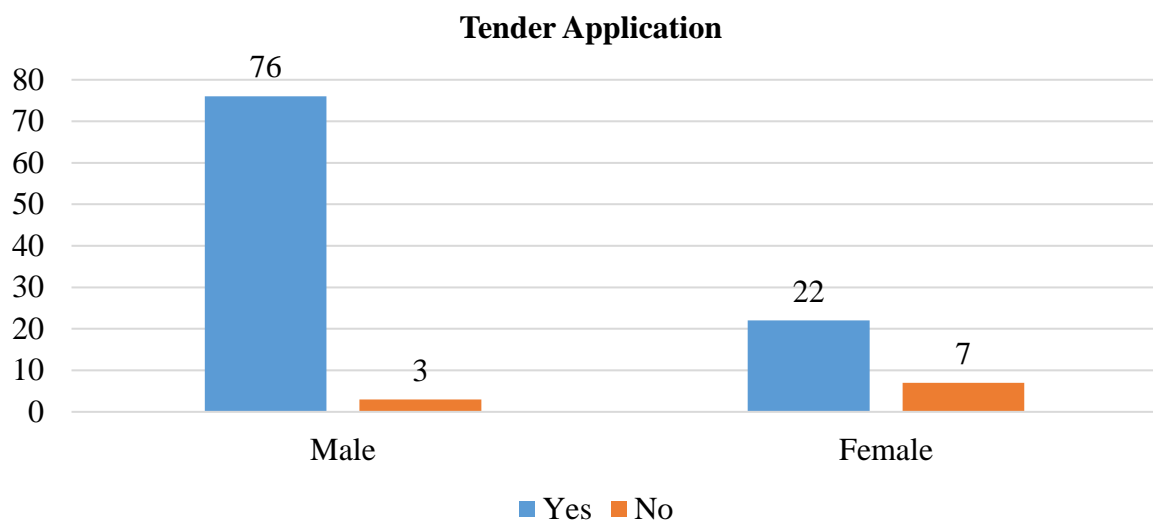
**Table 5: Level of Awareness on the Tendering Process among Youth Participants**

<b>Description</b>	<b>No. of Responses</b>	<b>No. of Respondents</b>	<b>Response %</b>	<b>Mean</b>	<b>STDEV</b>	<b>Remarks</b>
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 tenders in learning institutions within the sub-county	30	33	90.9 %	3.0	2.5	Not Sure
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 and Oversight Agency Publication	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

<b>Description</b>	<b>No. of Responses</b>	<b>No. of Respondents</b>	<b>Response %</b>	<b>Mean</b>	<b>STDEV</b>	<b>Remarks</b>
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
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

#### 4.6 The Proportion of Female and Male Applying for Tenders in Learning Institutions

To find out the proportion and male applying for tenders in learning institutions, the participants were required to respond to the questionnaire by indicating their gender and whether they applied for tenders. Therefore, the respondents were supposed to provide feedback to a two-by-two matrix where they ticked on the box that represented their gender and whether or not they apply of tenders in learning institutions. As per the results, 76 males indicated that they usually apply for learning institutions' tenders while three said they have not done so for a while. On the other hand, 22 females usually apply for tender in learning institutions' tenders, while 7 have not been doing so for some time. The findings are summarized in Figure 3. A tendering committee member indicated that during the interviews, "Very few females apply for tenders during the procurement window period, compared to men." We often find it difficult to award the bids in compliance with the gender rule requirements because the proportion of females to males is quite low."



**Figure 3: Number of Female and Male Applying for Tenders in Learning Institutions**

A chi-square test was carried out to determine whether gender differences influence the proportion of female and male applying for tenders in learning institutions. SPSS was used to run the test. The findings are summarized in Table 6. As per the results, there was a significant relationship between gender and the proportion of male or female who applied for tenders in learning institutions in Nakuru Town East Sub-County,  $X^2 (2, N = 108) = 10.446, p = .001$ . The significance level was 0.04, indicating that the results were significant. The implication is that the result is significant, meaning that the data suggests gender and the proportion of male and female applying for tenders at learning institutions in Nakuru Town East Sub-County are



associated with each other. Generally, the proportion of female applying for tenders in learning institutions in Nakuru Town East Sub-County is much lower than that of male. Therefore, only few females tend to apply for tenders from learning institutions within the sub-county.

**Table 6: Chi-Square Tests Results for Gender Differences**

<b>Description</b>	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>	<b>Exact Sig. (2-sided)</b>	<b>Exact Sig. (1-sided)</b>
Pearson Chi-Square	10.446 <sup>a</sup>	1	.001		
Continuity Correction <sup>b</sup>	8.165	1	.004		
Likelihood Ratio	9.071	1	.003		
Fisher's Exact Test				.004	.004
N of Valid Cases	108				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.69.

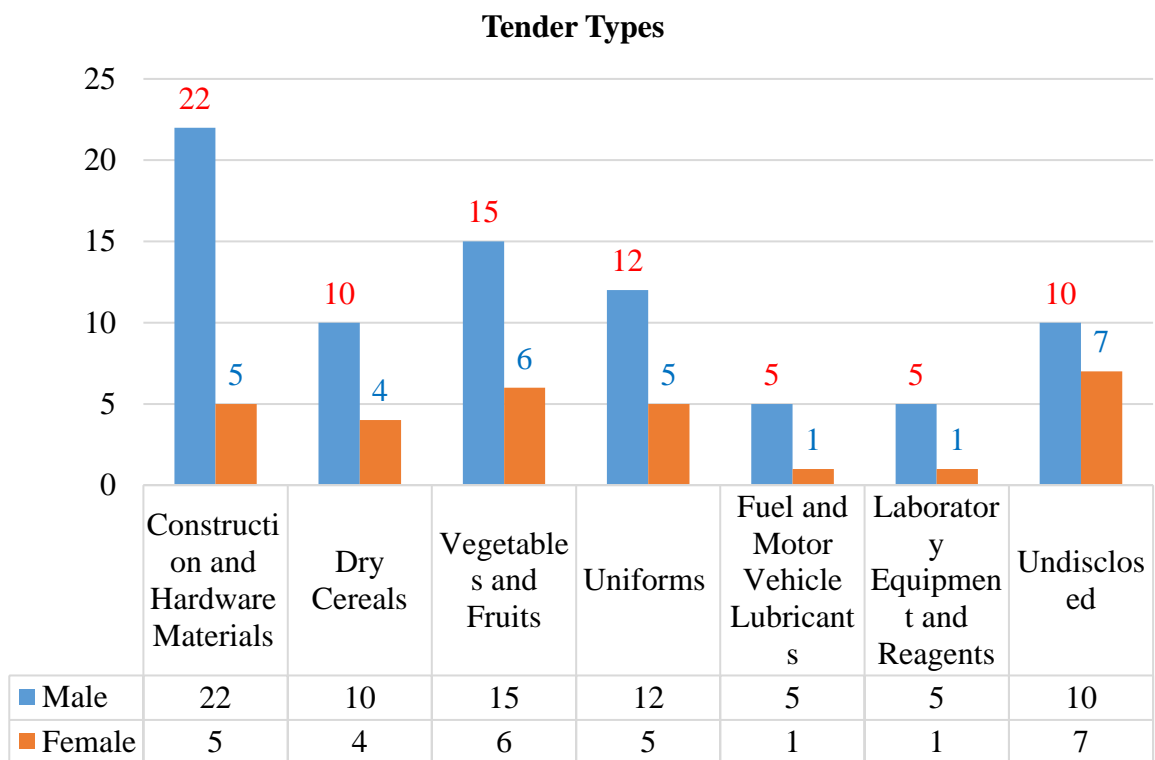
b. Computed only for a 2x2 table

df; Degree of freedom

#### **4.7 Gender Difference on Type of Tenders Applied in Learning Institutions**

An analysis of the gender difference on type of tenders applied by men and women in learning institutions in Nakuru East Sub County, Nakuru County, Kenya was also executed. In this case, the participants were required to respond to the questionnaire by indicating their gender and the type of tender they usually applied. Mainly, the types of tenders were categorized into the supply of construction and hardware materials, dry cereals, vegetables and fruits, uniforms, fuel and motor vehicle lubricants, and laboratory equipment and reagents. Therefore, the respondents were supposed to provide feedback to Table 7 where they ticked on the box that represented their gender and the type of tender that they applied for in learning institutions. As per the results, 22 males and 5 females indicated that they usually apply for the supply of construction and hardware materials. In addition, 10 males and 4 females apply for the supply of dry cereals while 15 men and 6 women seek vegetable and fruit supply tenders. On the other hand, 12 men and 5 females applied for the supply of uniforms. It was also established that 5 men and 1 woman, in each case, applied for tenders that entail the supply of fuel and motor vehicle lubricants and school laboratory equipment and reagents. However, 10 males and 7 females did not disclose whether or not they apply for tenders. The findings are

summarized in Figure 4. A tender committee member was keen to note during the interviews that, “women do not seem to dominate in any type of tenders they apply for. I have witnessed that more males than females apply for all of the tender types such as construction and hardware materials, dry cereals, vegetables and fruits, uniforms, fuel and motor vehicle lubricants, and laboratory equipment and reagents. However, a significant number of females compared to males seems to be interested in supplying dry cereals, uniforms, and vegetables and fruits. In my opinion, females are yet to realize and develop the confidence that they can supply anything to learning institutions.”



**Figure 4: Number of Females and Males Applying for Different Types of Tenders**

A chi-square test was carried out to determine whether gender differences determine the type of tender that female and male apply for in learning institutions. The test was run on SPSS version 23. The findings are summarized in Table 7. As per the results, there was no significant relationship between gender and the type of tender of male or female who apply for tenders in learning institutions in Nakuru Town East Sub-County,  $X^2 (2, N = 91) = .822, p = .365$ . The level of significance was 0.365, meaning the relationships were not significant. The implication is that the result is not significant, meaning that the data suggests gender and the type of tender applied for by male and female at learning institutions in Nakuru Town East

Sub-County are not associated with each other. Generally, the proportion of female applying for all the types of tenders in learning institutions in Nakuru Town East Sub-County is similar to that of males. Therefore, although few participants indicated they apply for different types of tenders, the gender differences are not a significant factor that affects how many males or female apply for each type of tender at learning institutions within the sub-county.

Each type of tender was assigned a rank to denote the complexity of executing the order. In this case, the types of tenders were ranked as: Construction and Hardware Materials = 6, Laboratory Equipment and Reagents = 5, Fuel and Motor Vehicle Lubricants = 4, Uniforms = 3, Dry Cereals = 2, and Vegetables and Fruits = 1.

**Table 7: Chi-Square Tests Results for Type of Tender**

<b>Description</b>	<b>Value</b>	<b>df</b>	<b>Asymp. Sig.(2- sided)</b>	<b>Exact Sig. (2-sided)</b>	<b>Exact Sig. (1-sided)</b>
Pearson Chi-Square	.822 <sup>a</sup>	1	.365		
Continuity Correction <sup>b</sup>	.332	1	.564		
Likelihood Ratio	.776	1	.378		
Fisher's Exact Test				.509	.274
N of Valid Cases	91				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.63.

b. Computed only for a 2x2 table

df: Degree of freedom

Based on this ranking, the supply for construction and hardware materials was regarded as the most complex type of tender while the supply for vegetables and fruits was the least complex. A two-way ANOVA was carried out to analyze the effect of gender differences and perceived tender complexity level on the tender type applied by the participants. As shown in Table 8, the two-way ANOVA test revealed that there was a statistically significant interaction between the gender differences and the perceived tender complexity levels ( $F(5) = .000$ ,  $p = .000$ ). Similarly, the simple main effects analysis showed that gender differences have a statistically significant effect on the tender type applied for by individuals ( $p = .000$ ). Also, the

interaction of gender differences and tender complexity level have a significant effect on the type of tender the participants, especially females, apply for in learning institutions ( $p = .000$ ).

**Table 8: Two-Way ANOVA Tests Results for Type of Tender**

<b>2-Way ANOVA Output: Tests of Between-Subjects Effects</b>					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	350.681 <sup>a</sup>	11	31.880	.000	.000
Intercept	502.261	1	502.261	.000	.000
Gender	.000	1	.000	.000	.000
Tender Type	240.690	5	48.138	.000	.000
Gender * Tender Type	.000	5	.000	.000	.000
Error	.000	79	.000		
<b>Total</b>	<b>1448.000</b>	<b>91</b>			
Corrected Total	350.681	90			

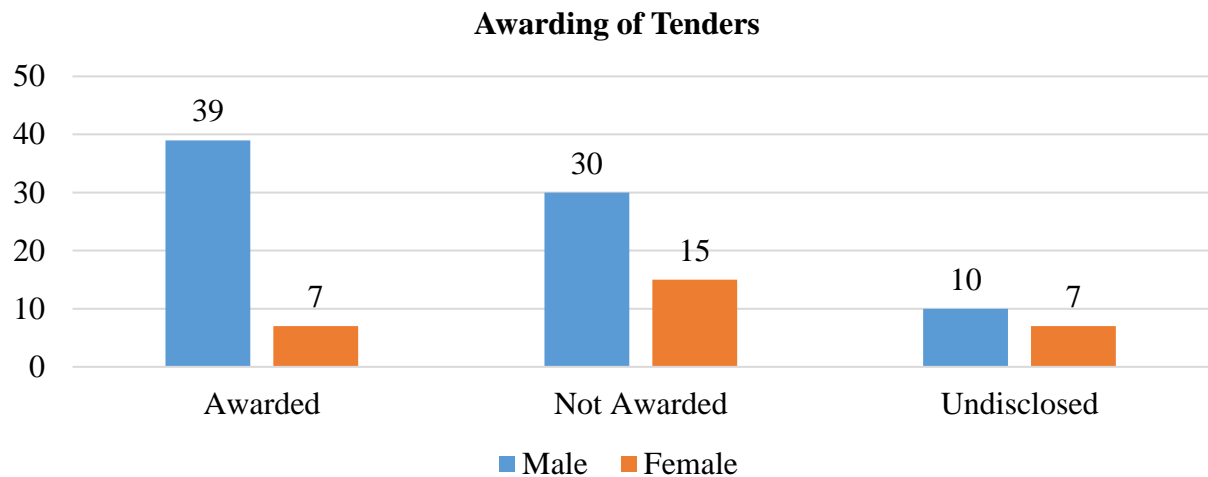
a. R Squared = 1.000 (Adjusted R Squared = 1.000)

Dependent Variable: Tender Complexity Level

#### **4.8 Proportion of Female and Male Awarded Tenders in Learning Institutions**

It was also essential to find the proportion of female awarded tenders in learning institutions after placing bids in comparison with male in Nakuru East Sub County, Nakuru County, Kenya. Therefore, the respondents were expected to indicate their gender and whether or not they were awarded the tenders they had applied for in learning institutions in Nakuru Town East Sub-County. The participants were supposed to provide feedback to a two-by-two matrix where they ticked on the box that represented their gender and whether or not they were awarded tenders they apply for in learning institutions as shown in Table 9. As per the results, 39 males indicated that they are usually awarded tenders in learning institutions', while 30 said they apply for tenders, but they are not awarded. On the other hand, 7 females usually apply for tenders that they are awarded, while 15 are not awarded tenders in learning institutions within Nakuru Town East Sub-County. It should be noted that 10 males and 7 females did not disclose any information regarding this issue in line with the ethical considerations that allowed them not to answer some questions. Based on the preliminary findings, 56.5% of the male who apply for tenders usually get awarded the contracts. On the other hand, 31.8% of the female

who place bids usually win and are awarded the tenders. The findings are summarized in Figure 5 as shown below.



**Figure 5: Number of Male and Female Awarded or Not Awarded Tenders**

To find out whether or not more male than female get awarded the tenders they apply for in learning institutions in Nakuru Town East Sub-County, a chi-square test was carried out using SPSS version 23. The findings are summarized in Table 9. As per the results, there was a significant relationship between gender and winning or losing tender bids for male or female who apply for tenders in learning institutions in Nakuru Town East Sub-County,  $X^2 (2, N = 91) = 4.073, p = .044$ . The implication is that the result is significant, meaning that the data suggests gender and winning or losing tender bids as applied by male and female at learning institutions in Nakuru Town East Sub-County are associated with each other. Generally, the proportion of female applying for tenders in learning institutions in Nakuru Town East Sub-County who win is smaller than that that of male. Therefore, gender differences are a significant factor that affects how many males or female win the tender they apply for at learning institutions within the sub-county. Therefore, it can be concluded that more male gets awarded learning institutions' tenders than female in Nakuru Town East Sub-County.

During the interviews, two of the respondents also shared their views about the awarding of tenders in regards to gender. Their opinions concurred, and they indicated, “A greater proportion of male applicants of tenders seems to be awarded the supply contracts they seek from learning institutions. Conversely, very few women are awarded the tenders they apply for. The reason could be that the overall number of female applicants is quite low as compared to males. After adjusting for financial capability and technical competencies, a small proportion of women are awarded tenders.”

**Table 9: Chi-Square Tests Results for Gender and Winning or Losing Tender Bids**

Description	Chi-Square Tests				
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.073 <sup>a</sup>	1	.044		
Continuity Correction <sup>b</sup>	3.144	1	.076		
Likelihood Ratio	4.143	1	.042		
Fisher's Exact Test					.037
				.053	
N of Valid Cases	91				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.88.

b. Computed only for a 2x2 table

df: Degree of freedom

#### 4.9 Challenges Faced by Males and Females when Applying for Tenders

The researcher interviewed three bursars, four principals, and four members of the tendering committees from some of the targeted learning institutions. The focus was to establish the challenges that males and females face when applying for tenders from learning institutions. Additionally, the solutions to the identified challenges were suggested. Based on the results, the interviewees indicated that, “The process for awarding tenders in a school may vary depending on the specific policies and procedures in place. In general, tenders are typically advertised through various methods such as through the school's website, local newspapers, or online platforms. Eligibility to apply for a tender may be based on criteria such as the applicant's experience, qualifications, and financial stability. The selection process may involve evaluating the submitted bids based on factors such as the price offered, the quality of the goods or services being provided, and the applicant's track record and reputation. According to the interviewees, some potential challenges faced by youth, females, and males in accessing tenders in learning institutions may include a lack of experience or qualifications, financial constraints, and discrimination or bias. Youth, females, and males may also face barriers in accessing information about tenders and in navigating the tender application process.”

The interviewees also indicated that, “The potential solutions to these challenges could include providing training and support to youth, females, and males to help them gain the necessary skills and qualifications to apply for tenders, implementing policies and procedures

that promote fairness and equal opportunity in the tender process, and increasing transparency and accessibility in the advertising and application process. Other potential solutions could include setting aside a certain percentage of tenders for youth, females, and males, or providing financial assistance or mentorship programs to help them overcome financial constraints. It may also be useful to engage with youth, females, and males in the community to understand their specific needs and challenges and to tailor solutions accordingly.”

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION, AND RECOMMENDATIONS**

#### **5.1 Introduction**

This study set out to analyze the gender disparities in tenderpreneurship among suppliers in learning institutions, in Nakuru East Sub County, Nakuru County, Kenya. The chapter cores summary of findings, conclusions, recommendations and areas for further research.

#### **5.2 Summary of Findings**

Based on the objectives and the analysis of the results obtained from the study, the following key findings were established:

##### **5.2.1 Awareness of the Tendering Processes**

In regards to awareness of male and female about the tendering process, it was established that the majority of female do not understand the procurement process followed by learning institutions in the sub-county while males are aware of the procedures. Surprisingly, the females were not sure whether the tendering process of learning institutions considers female, youth and people with disabilities from the sub-county and that female and youth are considered, and even given a higher priority in some instances. On the other hand, males were fully aware of the importance of being suitable and that female and youth were given priority by organizations. Interview results generally indicated, “Most males understand the tendering procedure adopted by learning institutions, the requirements, and that the bidding was open and competitive. Males also know that they need technical competence and financial capability to be successful in winning the tenders. However, women and youths do not seem to understand what most males know. Therefore, females and youths face more challenges in applying and winning tenders in learning institutions.”

The findings also indicated a difference in understanding as the female participants were not aware that technical competence is one of the requirements to be met when applying for tenders in learning institutions in the sub-county while male understood this aspect. Therefore, it is important that one must prove their financial capability and commercial soundness to be considered for tenders in learning institutions within the sub-county. A similar study by Amadi (2019) assessed how much the privatization of communications services and Kenya's public procurement law contributed to female's empowerment. The research came to the conclusion that neopatrimonialism, the practice of granting contracts to persons, largely male, related to the people in power, had a negative impact on female's ability to gain more from the privatization of communications. To increase female's active engagement in the



telecommunications industry, Amadi suggested aligning the national constitution with privatization and PPDR enforcement (Amadi, 2019).

Other aspects in which female were not aware about the tendering process include issues such as the involvement of open and competitive bidding, public advertisements, and involvement of the tender evaluation board, tender advertising and opening committee, and the tender validation and assessment board. However, males are well versed in these aspects. Previous studies have conclusively determined that females are the engine of rural economies (Patrucco *et al.*, 2017). As such, fighting poverty requires the involvement of female and providing them support. Female tenderpreneurs need education and training in functional business areas (Wilson *et al.*, 2007). This is because efforts to promote sustainable development must take into account the socially disadvantaged group that female represent (Pettersson *et al.*, 2017). The capacity of female to combat poverty and get additional possibilities to improve their life is still hampered by unequal procurement opportunities between male and female (Statistics Canada, 2018). Youth and female are increasingly being targeted via empowerment programs conducted at the national and international levels to participate in public procurement (UN Female, 2016; 2017; 2019).

Generally, unlike male, female do not understand a number of issues regarding tendering such as knowledge on financing and the processes involved in the entire tendering process and the fact that relevant organizations such as credit providers and financial institutions regularly provide expert knowledge regarding tendering to people (Reis & Cabral, 2015). While male know that 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, females were not aware of the situation (Nyeck, 2015). In addition, female do not understand how to identify credible procuring entities where they can bid and how to price their quotes. They are also not aware of the types of tenders available from learning institutions. Male know the finance solutions available from banks such as LPO financing, bank guarantees, and invoice discounting, while female do not know (Vyas-Doorgapersad & Kinoti, 2015). Although most male know where to seek tender listing services and the sites to visit when they want, female are not aware about this issue. In addition, the research established that people and groups receive support for business registration, tax filing, and financing from institutions (Strohmeyer *et al.*, 2017).

The UN Female research from 2016 concentrated on providing access to and assistance for female entrepreneurs but not economic empowerment. The 30% affirmative policy's three target categories were examined by UN Female in 2017, who also recognized the possibility

the policy provided for organizations to do business with the government. UN Female (2017) also emphasized a few implementation difficulties experienced by both target enterprises and procurement entities. The interviewees were not all female business owners, and economic empowerment of female was not the main topic of discussion. Other researchers, like Njeri and Getuno (2016) and the Institute for Social Accountability (2017), have primarily excluded elder female entrepreneurs in favor of focusing on youngsters.

### **5.2.2 Female and Male Applying for Tenders in Learning Institutions**

The study affirmed that very few females apply for tenders in public institutions, compared to male. As per the results, 96% of the male are likely to apply for tenders in public entities compared to 76% of the female who usually engage in such business. The findings affirm the assertion that there are few females in tenderpreneurship (International Finance Corporation, 2021). Instead, most female dominate low-value procurement business categories. These findings corroborate the study by Korir *et al.* (2015), which noted that there is a lot of complaints and weaknesses concerning the procurement law, which make it less efficient and effective. Additionally, there have been a lot of petitions pertaining to procurement practices. The Public Procurement Oversight Authority (PPOA), however, rejects assertions that government procurement procedures are too cumbersome because the process only lengthens when the proper procedures are not followed (Mohammed, 2019).

Not many females apply for tendering to institutions because they do not have support from the government. Besides, there is a lot of corruption caused by lack of professionally, which impacts compliance (Mohammed, 2019). The views shared by interviewees of this study indicate, “Few females apply for tenders during the procurement window period, compared to men.” Therefore, the tendering committee usually faces challenges in awarding the bids in compliance with the gender rule requirements because the proportion of females to males is quite low.” It is necessary, therefore to train the procurement staff in the institutions concerning the existing regulations. The ethical code serves as both a deterrent to unethical activity and a tool for all organization members to uphold the ethical heritage of the companies (Nyeck, 2015).

### **5.2.3 Proportion of Female and Male Awarded Tenders in Learning Institutions**

It was found that majority of the male who apply for tenders are usually awarded, while the proportion of female who indicated that their bids were successful was lower. The implication is that organizations consider the financial and technical capability of the applicants before awarding tenders. Since female are generally disadvantaged, they are awarded less capital-intensive tenders. Female have difficulties while registering, operating enterprises, and

bidding for government contracts (Vyas-Doorgapersad & Kinoti, 2015). The requirements for starting a business are onerous, the government procurement tendering process is drawn out, complicated, and involves a mountain of paperwork, and the government rarely pays suppliers and contractors on time (Orser *et al.*, 2021).

#### **5.2.4 Gender Difference on Type of Tenders Applied in Learning Institutions**

The research also established that gender does not predict or determine the type of tenders applied by females or males in public institutions. The implication is that both men and women can apply different types of tenders to supply various services and goods, depending on availability. The reason is that all the types of tenders are equally available to all citizens. Although there are few closed contracts available to Kenyans, organizations do not tend to discriminate the availability of selective, negotiated, single-stage, two-stage, serial tendering, framework tendering, and public tenders to people. Findings by similar studies conducted by the UN women (2016; 2019) show that special groups in Kisumu, Kiambu, Kilifi, Uasin Gishu, and Turkana are not fully participating in tenders. Many special organizations are prohibited from participating in the bidding process due to the lengthy registration procedures for government businesses, the complexity of the bid documentation, and the requirement of obtaining loans.

#### **5.3 Conclusions**

The main purpose of the study was to explore the awareness and award of tenders to female and female who apply to supply to institutions in Nakuru East Sub-County, Nakuru County, Kenya. The study has affirmed that there is a low awareness of the tenders by female, and that only a few of them are given the opportunity to supply, despite the existence of the AGPO, which was meant to empower female by giving them more government contracting opportunities. Established businessmen once dominated public procurement. Male are aggressive in seeking business opportunities and familiar with business requirements. Male have traditionally been supported in business. The government took notice of special groups in the last three years when it enacted the preference and reservation scheme. However, as the study has found out, the policy has not effectively served its purpose, as demonstrated through the case of tenderpreneurship to institutions in the study region. Registering, establishing enterprises, and participating in government contracts are difficult for female. The criteria for establishing and maintaining a firm are burdensome; the government's procurement process is slow, difficult, and involves extensive documentation; and the government rarely pays its suppliers and contractors on time. Female must have greater access to information, knowledge of bids, and available tender opportunities.

## **5.4 Recommendations**

On the basis of the findings and conclusions already discussed, the following recommendations were made.

### **5.4.1 Increased Awareness**

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.

### **5.4.2 Introduction of Quotas**

A quota system, like the one proposed in the AGPO, should be put in place for tenderpreneurship to institutions of learning so that female can get a fair share of opportunities. Social and economic goals should be built into new bid evaluation models to ensure gender equity. This is especially important in sectors where female business owners are underrepresented as small and medium-sized enterprises (SMEs) suppliers. To do this, government should share transparency and clarification of trade laws with small business advocates and sector associations to help open up the "black box" between SME procurement policy and practice.

### **5.4.3 Women Empowerment**

Empowerment, through finances and education, should be provided to female entrepreneurs so that they can expand their areas of operations, for them to benefit well by participating in different types of tenders. In this regard, there is a need for a paradigm shift in the society to eliminate stereotypes and the myths that female should not be engaged in particular businesses. The government must devise strategies for specifically raising awareness of the need of taking advantage of procurement opportunities among distinct groups. Otherwise, it appears that the administration is using the 30% allotment as a public relation ploy.

### **5.4.4 Implementation of Policies and Regulations**

Government should come up with stronger implementation strategies of policies and regulations to fight prevailing cultural and social gender-based biases and inequalities that weigh against female, preventing them from favorably competing with male in the tendering process. Public education to confront the cultural and social biases against women that seeps through the political and economic spheres is recommended. We hope the findings of our study will motivate the government to come up with evidence-based policies and programs for female empowerment.

### **5.5 Suggestions for Further Studies**

Due to limited scope and time, the study could not have exhausted all the aspects of the topic; hence the study recommend on the following areas for further research;

- i) There is need for a similar study at county and national level
- ii) To inform policy, there is a need for further studies to examine social identity experiences, support systems for female-owned enterprises, and psychological influences of decision-making, such as in the tendering process.
- iii) To evaluate factors that affect female participation in tenderpreneurship.

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## APPENDICES

### Appendix A: Questionnaire for Male and Female Operating in Tenderpreneurship

#### Interview Guide

This set of questions is intended to get the Gender disparities affecting tenderpreneurship in learning institutions among male and female in Nakuru East Sub County. You are among the people selected for the interview. Participation is voluntary and there is no harm in taking part in this study. All the information given is confidential, but the results shall be shared with the County and National government to help better intervene in enterprises run by male and female.

Place of interview.....Date of interview.....

#### Section A. Socio-demographic characteristics

##### What is your gender?

Male  Female

##### How old are you in years?

18-29  30-34  35-39  40-44  45-49  Over 50

##### Indicate your level of education

None  Primary  Secondary  College  University

##### What is your marital status?

Single  Married  Separated/ Divorced  Widowed

##### What is the size of your family?

Less than 3  3-5  above 6

##### Do you have other dependents?

Yes  No

##### If Yes, how many?.....

##### What is your occupation?

Farmer ( ) civil servant ( ) businessperson ( ) manufacturer ( ) tenderpreneur ( ) others specify.....

##### What type of house do you live in?

Permanent  semi-permanent local ; is it your own  rented

##### What are the main sources of your income?.....

##### Approximately, how much do you earn per month? Kshs.....

##### For how long have you been practicing in tenderpreneurship?

1-5 years ( ) 6-10 years ( ) 10 years and above ( )

**What kind of tender have you been applying for?**

- A Construction and Hardware Materials
- B Dry Cereals
- C Vegetables and Fruits
- D Uniforms
- E Fuel and Motor Vehicle Lubricants
- F Laboratory Equipment and Reagents

**Section B: Level of Awareness on the Tendering Process**

Are you aware that learning institutions offer tenders to citizens to be supplied with goods and services? Please tick where applicable to match with your gender and affirmation or negation in the matrix table below (The expected answers are; 1. Male\*Yes, 2. Male\*No, 3. Female\*Yes, and 4. Female\*No)

	Yes	No	Prefer not to Disclose
Male			
Female			

Please respond to the following prompts with the most applicable number to your scenario (1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree)

	1	2	3	4	5
I understand the procurement process followed by learning institutions in the sub-county					
Learning institutions in the sub-county always look for the best suited supplier who offers value for money					
The tendering process of learning institutions considers female, youth and people with disabilities from the sub-county					
Technical competence is one of the requirements to be met when applying for tenders in learning institutions in the sub-county					
Entrepreneurs must prove their financial capability and commercial soundness to be considered for 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					
Learning institutions' tenders are publicly advertised through the Public Procurement and Oversight Agency Publication					
I understand the tendering process is executed by the tender evaluation board, tender advertising and opening committee, and the tender validation and assessment board					
I have the knowledge on financing and the processes involved in the entire tendering process					
Relevant organizations such as 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					
I understand how to identify credible procuring entities where I can bid and how to price my bids					
I know the types of tenders available from learning institutions					
I am aware of the finance solutions available from banks such as LPO financing, bank guarantees, and invoice discounting					
I know where to seek tender listing services and the sites to visit when I want them					
People and groups receive support for business registration, tax filing, and financing from institutions					
I have access to social capital since I am connected with people with visions similar to mine in regards to seeking tenders					

a) Do you understand the committees involved in executing learning institutions' tenders?

Please explain

.....  
.....  
.....



**Section C: Proportion of Female and Male Applying for Tenders in Learning Institutions**

Do you apply for tenders in learning institutions? *Please tick where applicable so that your gender matches with your affirmation or negation in the matrix table below (The expected answers are; 1. Male\*Yes, 2. Male\*No, 3. Female\*Yes, and 4. Female\*No)*

	Yes	No	Prefer not to Disclose
Male			
Female			

**Section D: Gender Difference on Type of Tenders Applied in Learning Institutions**

What type of tenders do you apply in learning institutions? *Please tick where applicable so that your gender matches with your affirmation or negation in the matrix table below*

	Male	Female
Construction and Hardware Materials		
Dry Cereals		
Vegetables and Fruits		
Uniforms		
Fuel and M/Vehicle Lubricants		
Laboratory Equipment and Reagents		
Prefer not to Disclose		

Do you understand how tenders are classified? Please explain

.....

.....

.....

.....

**Section D: Proportion of Female and Male Awarded Tenders in Learning Institutions**

Are you awarded the tenders you apply for? *Please tick where applicable so that your gender matches with your affirmation or negation in the matrix table below (The expected answers are; 1. Male\*Awarded, 2. Male\*Not Awarded, 3. Female\*Awarded, and 4. Female\*Not Awarded)*

	Awarded	Not Awarded
Male		
Female		

**Thank you for participating in this study**

## **Appendix B: An Interview Guide for the Key Informants**

### **Introduction letter**

My name is Faith Maina, a master's student from Egerton University. I am carrying out research on the gender disparities in tenderpreneurship in learning institutions, in Nakuru East Sub-County, Nakuru County, Kenya. Particularly, I am interested in finding out the challenges faced by youth, females, and males in accessing tenders in learning institutions. Therefore, I would request you to answer a few questions regarding this issue because I presumed you have relevant knowledge to help me complete my research. I promise to keep your critical personal information anonymous while reporting the findings in adherence with the ethical considerations of this study. You may decide not to answer some of the questions if they are sensitive, but I doubt there is such a question. Thank you for your willful participation.

### **Questions**

1. May I ask your name, position, and the school that you work for?

.....  
.....  
.....

2. Please describe the process for awarding tenders in your school. How are tenders advertised? Who is eligible to apply, and how does the selection process work?

.....  
.....  
.....

3. What challenges do you think are faced by the youth, females, and males? What are some of the hurdles you have observed that face the youth, females, and males in accessing tenders in your school?

.....  
.....  
.....  
.....

4. Could you share your thoughts on potential solutions to the challenges faced by youth, females, and males in accessing tenders in learning institutions?

.....  
.....  
.....  
.....

.....  
*Our short interview ends here. Thank you for your time. If you have any additional comments or thoughts on this topic, you can share them.*



## Appendix D: Publication Abstract Page



<http://www.ijssit.com>

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

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**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