

Abstract

This study sought to investigate the influence of Headteachers induction on public procurement regulations and their implementation in public secondary schools in Migwani District, Kenya. The study objective sought to determine whether the information provided during the induction on public procurement regulations was sufficient enough to influence headteachers' effective implementation of public procurement regulations in their schools. This study is based on Social and Economic Organization theory (bureaucracy) by Max Weber (Max 1947). The study employed a descriptive survey research design. The target population consisted of 29 public secondary schools which consisted of headteachers. Two public secondary schools out of the 29 public secondary schools were used for pilot study. The sample size was 27 public secondary schools. Census was used to select a sample of 27 headteachers. The study used questionnaires as a tool for data collection. The instrument validity was tested by a pilot study. A test-retest technique was used to ascertain instrument reliability. From the findings, it was found that at least thirty-four-point eight percent (34.8%) of the headteachers which was below average said that the information given during induction training was sufficient while majority of the headteachers which was sixty-two-point two percent said that the information given during induction was not sufficient. The study concluded that comprehensive induction programs are essential for preparing headteachers to implement public procurement regulations. The study recommended that Headteachers in public secondary schools should be inducted immediately after appointment to headship positions.