



Determinants Influencing Youth Entrepreneurs' Participation in Public Procurement in Tanzania

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Abstract

This study aimed to assess the determinants of youth entrepreneurs' participation in public procurement in the Dar es Salaam and Dodoma regions of Tanzania in a bid to ascertain the influence of youth access to procurement information, financial resources, youth confidence, and procurement knowledge on participation in public procurement opportunities. An exploratory research design with a quantitative technique was adopted, whereby a sample of 187 youths was selected through simple random sampling techniques. However, only 153 questionnaires were completed and used for analysis, where both descriptive and inferential analyses were conducted. Descriptive data analysis was employed to get the mean and standard deviation of the findings, whereby the data were summarized using frequency distribution tables, and finally, a multiple regression model was used to analyze the data. The findings show that both variables—procurement information, financial resources, procurement knowledge, and youth confidence—positively influence youth participation in procurement opportunities at $p = 0.05$. The study recommends that the government should have a capacity-building program for the youth to ensure they know public procurement principles and procedures. The procuring entities should use social media platforms like Facebook, WhatsApp, and Twitter to advertise the procurement opportunities in order to ensure that youth get the procurement information. Also, the government should continue to provide financial assistance to the youth, and lastly, the youth should have confidence in their participation in the public procurement process by believing that they would win the tenders if they met the required criteria and not otherwise.

Keywords: *Determinants; Youth Entrepreneurs; Participation; Public Procurement*

1. Introduction

Public procurement is a critical function of the government. It is responsible for the acquisition of the goods, works, and services required to carry out the government's objectives (Changalima & Mdee, 2023). On an annual basis, it consumes between 30% and 70% of the budgets of the majority of developing countries (World Bank, 2015). Given the large sums spent, public procurement is regularly used to promote a nation's socioeconomic development objectives, such as the economic development of disadvantaged groups and the attainment of equality goals (Vyas-Doorgapersad & Kinoti, 2020; Smith, 2019; Allowing disadvantaged social groups, such as youth, women, and people with disabilities, to participate in public procurement contributes to the reduction of one of the world's major crises of unemployment (Basheka & Auriacombe, 2020). According to Njeri and Getuno (2016), Mccrudden (2004) while youth have the potential to stimulate productivity growth, they can also pose a threat to social stability and, in the long run, the nation's economic development if they are left idle (R.o.K, 2013). When youth participate in procurement functions, countries like Kenya demonstrate that competitiveness improves, household incomes increase, poverty decreases, and a circle of investment and growth can be created (Gatere, 2014). On the other side, if the youth are left idle without full engagement, the unemployment problem will continue to increase from time to time (Abdullah & Othman, 2021).

In order to curb the problem of unemployment among the youth, several countries have established a variety of preferential trade policies in their favor in order to ensure that the youth are participating in the nation's economic activities (Basheka & Auriacombe, 2020). It is believed that having youth entrepreneurship programs might facilitate the reduction of unemployment among the youth (Abdullah & Othman, 2021). Youth entrepreneurship, as defined by Chigunta (2002), is the practical application of enterprising qualities such as initiative, innovation, creativity, and risk-taking into the work environment (either in self-employment or employment in small start-up enterprises), using the appropriate skills required for success in that environment and culture. Some countries, such as Estonia, Lithuania, and EU countries, are beginning to prioritize the development of entrepreneurial competencies for youth communities. Entrepreneurship is given more attention in Lithuania because it is regarded as a complex phenomenon involving several aspects of science as well as practical activities (Stripeikis, 2008; Zuperka, 2010). Also, the Canadian government, for example, established a program in 1995 to encourage economically disadvantaged groups to engage in economic activity by providing various incentives such as tax breaks and free transportation (Bolton, 2016). Furthermore, the United States of America implemented preferential programs (for example, the SBA 8(a) program) to help minority entrepreneurs obtain federal procurement contracts from the United States of America (MacCruden, 2007).

In Africa, as in other parts of the world, various countries have established different preferential programs that provide opportunities for disadvantaged groups to participate in national development (Basheka & Auriacombe, 2020; Njeri & Getuno, 2016). For instance, the government of South Africa established a special preference for black people who experienced discrimination during the apartheid era (Ambe & Badenhorst-Weiss, 2012). Also, Kenya, Uganda, Nigeria, and Tanzania have tailored their public procurement policies to empower marginalized populations while also advancing the goal of equitable sustainable development (Gatere & Shale, 2014; Mwangi, 2017; Tesha & Nsimbila, 2021).

Nonetheless, despite the governments' special initiatives to ensure that young people have access to economic opportunities, particularly in public procurement, their participation is still low (Njeri & Getuno, 2016). According to the studies, this group receives a negligible number of procurement contracts (Njeri & Getuno, 2016; Basheka, 2018). As a result, rather than special interest groups, multinational corporations with vast experience, sufficient equipment and facilities, a positive reputation, and a strong financial position were awarded the majority of tenders; as a result, the intended objectives were not met (Doorgapersad & Kinoti, 2015). Additionally, Patil (2017) shows that many Small and

Medium Enterprises (SMEs) in India, the majority of which are owned by young people, have been denied tenders due to a lack of capacity, understaffing, insufficient technical support, and unfamiliarity with the policy's SME procurement objectives. He goes on to say that the lack of information for SMEs is due to the majority of private equity firms failing to publish their annual procurement plans in the required manner. Similarly, in Malaysia, youth received a fairly minimal number of procurement contracts. Tenders have mostly been granted to well-established and well-connected businesses, such as politicians and businessmen (Hui et al., 2011). According to studies, the majority of procuring entities are hesitant to award contracts to special groups, including youth, due to a lack of experience, facilities, financial stability, and knowledge of the tendering process (Akenroye et al., 2013).

According to Shai et al. (2019), special groups were denied tenders in South Africa due to noncompliance with the procurement regulations, as many youth enterprises fell short of meeting the criteria outlined in the tender documents. In Uganda, according to Basheka (2018), a variety of barriers impair youth participation in public procurement, including a lack of procurement knowledge, ineffective access to information, and a lack of necessary facilities and equipment. While lack of funding, lack of procurement training, and lack of information all have an impact on how special interest groups such as youth access government procurement opportunities in Kenya, as demonstrated by Gatere & Shale (2014).

In the United Republic of Tanzania, like in other developing countries, a lot of initiatives have been undertaken to ensure that marginalized groups, such as youth, are included in the country's social and economic activities. The Public Procurement Act (PPA), 2011, for example, was amended in 2016 to include Section 64(2) (as amended) and Regulation 30C (2) of GN No. 333 of 2016, which require public procuring entities (PEs) to allocate 30% of their procurement volume to special groups (PPA, 2011 as amended in 2016). However, the Public Procurement Regulatory Authority (PPRA) reports for 2019 and 2020 show that its level of participation is incredibly small. According to the studies, special groups' participation in public procurement does not exceed 3.0% of all procurement contracts for fiscal years 2018/2019 and 2019/2020. This legal requirement was ignored by a large number of procuring entities. Given the importance of youth in developing countries in terms of social and economic development activities, as well as their population size, this study will examine the factors that influence youth participation in public procurement in Tanzania.

1.1 Problem Statement

Despite the government's reforms in public procurement rules and regulations by giving preferential treatment to special groups, including youths, to participate in public procurement functions, their level of participation is still low (URT 2016; PPRA, 2021). According to PPRA audit reports for financial years 2020 / 2021, only 2% of the audited 86 PEs met the requirement, while for financial years 2019 / 2020, the audit report revealed that only 8% (equivalent to 16.3%) of the 49 audited PEs set aside 30 percent of their annual procurements for special groups. The same information was revealed in the audited report for the financial year 2018/2019. According to the report, only 29 of the 104 audited PEs, or 28 percent, have implemented the law's requirement that they allocate 30 percent of their annual procurement to special groups, including youth (PPRA, 2019; PPRA, 2020; PPRA, 2021). This is in contrast to the government's initiatives, which require all PEs to allocate 30% of their annual procurement budget to special groups, including youth.

Several studies have been conducted to determine the factors that contribute to special groups' low participation in the procurement process, including youth groups such as Tesha and Nsimbila (2021), who determine the participation of special groups in public procurement opportunities in Tanzania. In their study, they studied the level of participation of all types of special groups, which are youths, women, people with disabilities, and the elderly. whereas this study will focus solely on youth groups. Also,

Leticia (2018) and Lucas (2018) conducted research in Tanzania by examining factors that hampered women-owned businesses' access to the public procurement market. Their study, however, was limited to women-owned businesses and excluded other groups, such as youths, from consideration, as this study has considered them. Additionally, despite examining the factors influencing special groups' participation in public procurement, other studies conducted outside of Tanzania by Njeri and Getuno (2016), Emilly (2017), Mwangi (2017), and Basheka (2018) produced inconsistent conclusions and mixed findings due to the fact that they studied all groups concurrently. This has created a research gap, which this study aims to fill by investigating the factors that influence youth entrepreneurs' participation in public procurement, specifically to ascertain the influence of the availability of information about procurement opportunities, the availability of financial resources, procurement knowledge, and youth confidence in participating in the procurement process.

1.2 Research Objectives

Based on the background information, the overall objective of this study is to assess the determinants of youth entrepreneurs' participation in public procurement in selected regions, in Tanzania. Specifically, the work intends;

- i) To examine the influence of access to procurement information on youth participation in the public procurement process in selected regions in Tanzania
- ii) To examine the influence of access to financial resources on youth participation in the public procurement process in selected regions in Tanzania
- iii) To examine the influence of youth confidence on participation in the public procurement process in selected regions in Tanzania
- iv) To examine the influence of youth procurement knowledge on participation in the procurement process in selected regions, in Tanzania.

2.0 Literature Review

2.1 Theoretical Literature Review

2.1.1 Resource-Based View (RBV) Theory

According to the economic theory of RBV, a firm's performance depends on the types of resources and capabilities it has under its control (Barney & Hesterly, 2008). A capability is the capacity of a firm to carry out tasks that are connected to a higher economic performance by increasing value, decreasing cost, or both. A resource is a relatively observable, tradeable asset that contributes to a firm's market position by improving customer value or lowering cost (or both) (Walker, 2004). Resources are both tangible and intangible assets that a company uses to develop and carry out its strategies, according to Barney and Hesterly (2008).

According to Eisenhardt and Martin (2000), the availability of substitute resources tends to reduce the returns of the resource's owners, which justifies the need to protect them from rivals. An organization can locate the limited resources that give it a competitive advantage by effectively analyzing its value chain, and it can then put in place the necessary safeguards to protect those resources from rivals. The theory relates to this study for the reason that youth entrepreneurs depend on the resources that they have in order to be awarded tenders in public procurement. The resources, like knowledge of procurement opportunities information, procurement knowledge, and financial resources, are needed for them in order to be able to participate in the public procurement function.

2.1.2 Empowerment Theory

Empowerment theory has been recognized as a principal theory across many disciplines, according to Tones and Tilford (2001). Rappaport (1987) adapted Zimmerman's (1984) work for use in community psychology studies. Since then, the theory has been incorporated into social studies as a fundamental idea for eliminating disparities and achieving a better and more equitable distribution of resources for communities (Rose, 2001). The ability to understand and exert control over one's own personal, social, economic, and political forces in order to take action to better one's circumstances is referred to as empowerment (Zimmerman, 2000). In fact, the theory's founder Zimmerman (2000) contends that empowered people exhibit traits like high self-esteem, self-efficacy, control over their lives, and increased sociopolitical and civic access. This theory is extremely pertinent to this study because it highlights the need for public entities to empower entrepreneurs so they can take part in various public procurement activities, which will undoubtedly help to create employment opportunities for them, which is a difficult task in the majority of developing countries.

2.2 Empirical Literature Review

2.2.1 The Influence of Access to Procurement Information on Youth Participation in Public Procurement

Transparency in the procurement process is one of the fundamental principles of public procurement. The procuring entities are required to notify all bidders about procurement opportunities when they want to purchase goods, works, or services (PPA, 2011). Not only that but they were also required to inform all participating bidders of awarding decisions (PPA, 2011; PPR, 2013). Also, there is a demand for the procuring entities to use media that will ensure that all interested stakeholders will have an opportunity to access the procurement opportunities. (PPR, 2013). Unfortunately, procuring entities only use official media to advertise their procurement opportunities, such as the newspapers and the procuring entities' websites, and do not use social media platforms preferred by the youth, such as Facebook, WhatsApp, and Twitter, this hinders the youth from being informed about procurement opportunities (Leticia, 2018; Lucas, 2018; Njero & Getuno, 2017). Also, the English language is another factor that hinders youth entrepreneurs from participating in public procurement, as the majority of them are not very conversant with the language (Basheka & Auriacombe, 2020).

2.2.2 The Influence of Financial Resources on Youth Participation in Public Procurement

This determinant is associated with establishing the source of funds that dictates a youth company's ability to win tenders (Njeri & Getuno, 2018). Before awarding a contract to a supplier or service provider, procuring entities typically assess the organization's financial position. Due to the fact that many youth enterprises are in financial distress, it is exceedingly difficult to win tenders (Basheka & Auriacombe, 2020). Additionally, the youths were unable to obtain a loan from financial institutions because the majority of them lacked the required collateral and were disappointed by the financial institutions' high-interest rates (Munishi *et al.*, 2022). Additionally, the high cost of tender documents, combined with the requirement for bid security in some tenders, late payment of suppliers discourages young people from participating in procurement (Njiraini & Moyi, 2006).

2.2.3 The Influence of Youth Confidence on Participation in Public Procurement

Due to the demand for many criteria that need to be fulfilled by bidders in order to win the tenders in public procurement (Basheka & Auriacombe, 2020). Many youths lack confidence in the public procurement process and believe that they cannot win the tenders (Njeri & Getuno, 2016). Normally, the procuring entities need the suppliers to have the ability and experience to carry out public procurement projects (Imaidi & Ngugi, 2021). In addition, the request for a security bond, a sound financial position,

and adequate equipment all have an impact on youth participation in the procurement process, as most of them cannot afford them (Doorgapersad & Kinoti, 2015; Emilly, 2017; Mwangi, 2017). The above criteria seem to many youths to be discriminatory criteria (Njeri & Getuno, 2016). On the other hand, most public procurement is characterized by risk-averse tendencies among public procurement officials, who prefer to award contracts to larger and more stable companies over newer and weaker SMEs (Asian Development Bank, 2012). According to the same observation by the PPRA audit, many procuring entities failed to allocate 30% for special groups due to the fact that most procurement entities preferred to award tenders to large and reputable companies (URT, 2019).

2.2.4 The Influence of Procurement Knowledge on Youth Participation in Public Procurement

Procurement knowledge is crucial for youths to participate in and win tenders (Basheka & Auriacombe, 2020). The technical skills of the procurement process, such as the tendering process and preparing responsive tender documents, are among the paramount requirements (Akenroye et al., 2013). Another factor is the ability of the youth groups to observe very carefully the requirements of the tender document criteria as required by the procuring entity (Macpherson & Holt, 2007). Generally, administrative skills are another important fact that enables youth to manage their businesses as well as their activities (Basheka & Auriacombe, 2020). Closely related to this is the organization's profile made by youth to convince the procuring entities to give youth-awarded contracts to perform the required services, work, or deliver the goods at the right time (Mabururu & Wekesa, 2020).

2.2.5 Youth Participation in Public Procurement

Numerous studies demonstrate that public procurement offers excellent potential as a means of achieving governmental goals (Thai, 2008; Martini, 2012). Given how much money is spent on public procurement, this could be a significant way to address the issue of youth unemployment in our society (Basheka & Auriacombe, 2020). Many young people will have the chance to contribute to nation-building by offering some goods or services to the organizations or by carrying out numerous work contracts by being given the opportunity to receive 30% of the annual procurement budget of the special groups, with youth entrepreneurs being one of them (Imaidi & Ngugi, 2021). However, studies show that the level of youth participation in public procurement is low (Basheka & Auriacombe, 2020; Tesha & Nsimbila, 2021). The majority of the contracts went to large, experienced, and well-established companies (Njeri & Getuno, 2016; Gatere & Shale, 2014).

2.2.6 Conceptual Framework

According to Orodho (2009), a conceptual framework describes the relationship between the research variables. The conceptual framework was developed using variables gathered during the critical empirical review. The independent variables were as follows: access to procurement information; availability of financial resources; procurement knowledge of youth entrepreneurs; and youth confidence in the public procurement process. The dependent variable was the extent of youth participation in the procurement process. The conceptual frame is shown in Figure 1 below;

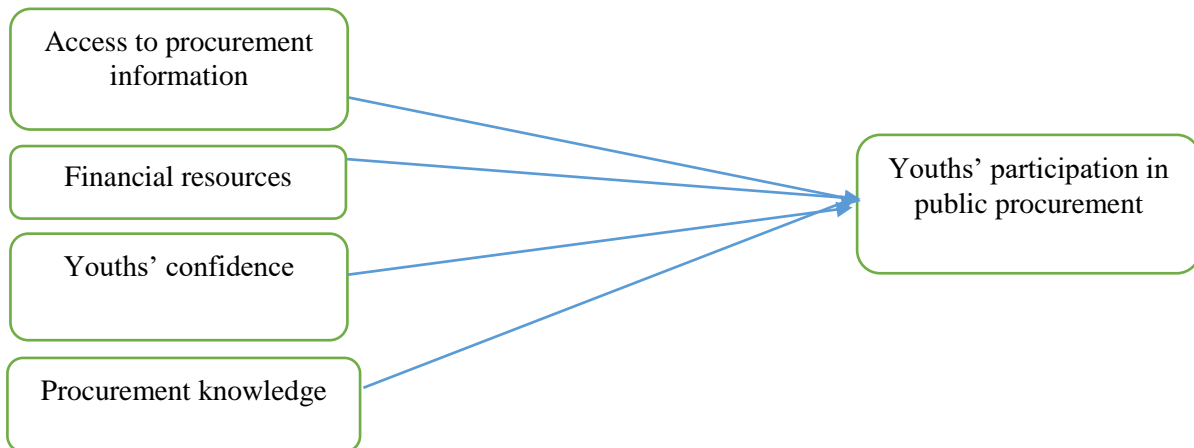


Figure 1: Conceptual Framework

3.0 Methodology

This study employed a quantitative cross-sectional approach. The quantitative approach was chosen, whereby a closed-ended questionnaire was used to collect data from the respondents. The data were collected from the youth groups registered by the Public Procurement Regulatory Authority (PPRA) located in two regions (Dar es Salaam and Dodoma). The researchers have decided to use these two regions due to the large number of youth groups located in them. They contained 30 (37.5%) out of 80 registered youth groups in the United Republic of Tanzania, for a total of 351 participants. Therefore, the researchers expect that the findings of this study will be able to be generalized. The study used simple random sampling techniques to collect the respondents from the total population. According to Saunders *et al.* (2012), a minimum sample size of 30 is considered adequate for statistical analysis. This is suggested as a rule of thumb. The size of the sample was established by employing Yamane's Formula (1967), which is displayed as follows:

$$n = \frac{N}{(1+N(e)^2)}$$

Where:

n = the required sample,
 N = target population, i.e., 351
 e = marginal error i.e. 5%.

$$n = \frac{351}{[1 + (351 \times 0.05 \times 0.05)]}$$

$$= \frac{186.96}{}$$

Given $N = 436$ then $n = 187$ (approximated).

Around 187 respondents who are youth engaged in these groups were randomly selected, with a total of six participants in each group. However, out of 187 respondents, only 153 managed to fill out and return the questionnaires. Data were analyzed descriptively and inferentially statistically using SPSS version 23. Descriptively, demographic characteristics were summarized using frequencies for categorical variables and the mean with their respective standard deviation for continuous variables (Pallant, 2013).

For further analysis during the evaluation of the hypothesized model, a two-step analysis will be used. The first step will be the confirmatory factor analysis (CFA), which is used to test the validity and reliability of the data. The next step will be the use of multiple linear regression analysis for inferential data.

In this study, the linearity, homoscedasticity, absence of multicollinearity, and normality of the residual assumptions of the multiple linear regression model were examined (Saunders et al., 2012). The multiple linear regression that was used is as follows: $Y = + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 +$. Where: Y = Youths Procurement Participation; = Constant of Regression; β = Beta Coefficients; X_1 = Access to Procurement Information; X_2 = Availability of Financial Resources; X_3 = Youths Confidence; X_4 = Youths Procurement Knowledge; and = Error of Regression

The information on the variable matrix to show how each of the variables was measured or captured during data collection and entry/analysis has been summarized in Table 1 here under;

Table 1: Information on the Measures of Variables

Variables	Indicators	Measurement Scale	Source of the Previous Studies
Information on procurement opportunities	<ul style="list-style-type: none"> • Transparency • Usage of social media • PE informs all bidders on contract awards. • Public procurement information is in the English language. 	5-point Likert Scale	(Leticia, 2018; Lucas, 2018; Njero & Getuno, 2017; Tesha & Nsimbila, 2021).
Financial Resources	<ul style="list-style-type: none"> • Loan Access • Cost of the tendering process • Performance security is required. • Late payment of suppliers 	5-point Likert Scale	(Basheka & Auriacombe, 2020; Munishi <i>et al.</i> , 2022; Njiraini & Moyi, 2006) Tesha & Nsimbila, 2021).
Procurement knowledge	<ul style="list-style-type: none"> • Procurement process • Tender documents preparation • Management skills 	5-point Likert Scale	(Akenroye et al., 2013; Mabururu & Wekesa, 2020; Gatere & Shale, 2014).
Youth Confidence	<ul style="list-style-type: none"> • Lack of trust • Non-discriminatory criteria • Reserving 30% for special groups 	5-point Likert Scale	(Emilly, 2017; Mwangi, 2017; Njeri & Getuno, 2016; Doorgapersad & Kinoti, 2015; Imaidi & Ngugi, 2021).
Youth participation in public procurement	<ul style="list-style-type: none"> • No. of bids participated • Number of contracts awarded to youth • Percentage of youth beneficiaries 	5-point Likert Scale	Njeri & Getuno, 2016; Imaidi & Ngugi, 2021)

4.0 Research Findings and Discussion

4.1 Respondents' Demographic Characteristics

The study examined four demographic characteristics of the respondents: gender, age, educational background, and working experience. The findings are shown in Table 2 below;

Table 2 Respondents' Demographic Information

Variables	Frequency	Percent
Gender		
Male	121	79.0
Female	34	21.0
Age		
18- 25 years	106	69.3
26 -45 years	47	30.7
Level of education		
Primary Education	38	24.8
Secondary Education	60	39.2
Certificate Level	26	17.0
Diploma Level	16	10.5
Bachelor Degree	13	08.5
Work experience		
1- 5 years	52	34.0
6 - 10 years	101	66.0

4.1.1 Gender of the Respondents

Table 2 above show that, the gender of the respondents was analyzed and the result indicate that approximately 79 percent of the respondents in this study were male, whereas only 21 percent of the respondents were female. This implies that most of the youth groups were made of males.

4.1.2 Age of the Respondents

According to Table 2, the ages of the survey participants were divided up into separate groups. 106 (69.3 percent) of the participants were aged between 18- 25 years old and 47 (30.7 percent) of the participants were between the age ranges of 26 and 45 years old. This implies that the majority of the respondents were young and energetic and can work very productively.

4.1.3 Respondents' Levels of Education

According to Table 2. the respondents' educational backgrounds indicated that 38 (24.8 percent) respondents held a primary education. While 60 (39.2 percent) respondents held a secondary education. 26 (17.0 percent) respondents held a certificate level, 16 (10.5 percent) held a diploma level and 13 (8.5 percent) held a bachelor's degree. This implies that the majority of the respondents (75.2 percent) were educated and had the level of education secondary level and above.

4.1.4 Working Experience

According to Table 2, 52 (34.0%) of respondents had between one and five years of experience. While 101 (66.0 percent) respondents had between 6 and 10 years of experience; The findings indicate that a sizable proportion of respondents have more than five years of experience.

4.2 Descriptive statistics

4.2.1 The Influence of Access to Procurement Information on Youths' Participation in Public Procurement

In order to determine the degree of youth access to procurement information, the participants were asked to assess their agreement with a number of claims. Table 3 displays the averages and standard deviation of the replies;

Table 3: The Influence of Access to Procurement Information on Youths' Participation in Public Procurement

Statement	Mean	Std Dev
There is transparency in the tendering process in public organizations	2.3696	1.15979
Public organizations use social media to advertise the procurement opportunities	2.3391	0.91212
The procurement opportunities were advertised in Swahili	2.2561	1.01212
The procuring entities inform all bidders of the evaluation results.	2.4304	0.95074

The results show that all of the items had a mean score range between 2.4 and 2.2 ($SD = 1.0$), the procuring entities inform all bidders on the evaluation results had the highest mean score of 2.4 ($SD = 0.9$), and the procurement opportunities were advertised in Swahili which had the lowest mean score of 2.2 ($SD = 1.0$). The mean score was below average, indicating that respondents disagreed with all statements. Firstly, the respondents were in disagreement on transparency in the tendering process. The finding shows that there is no transparency in the tendering process in public organizations (mean 2.36) this finding is in line with the findings of Lucas (2017) who revealed that in some cases the procuring entities procured goods/services without advertisement of their procurement opportunities.

Moreover, the respondents were in disagreement that public organization uses social media to advertise procurement opportunities (mean 2.33). This finding supports the finding of Karani and Moronge (2017) that revealed that the procuring entities used formal media to advertise their procurement opportunities. Using formal media like newspapers and procuring websites hinders many youths to access procurement opportunities due to the reason that many of the youth prefer to use social media like Facebook and WhatsApp to get information. Also, the respondents were in disagreement that the procuring entities inform all bidders of evaluation results (mean 2.4). This finding is consistent with the finding of Lucas (2017) who argued that procuring entities in some cases failed to inform all bidders of evaluation results. Lastly, the respondents were in disagreement that procurement opportunities use Swahili to advertise tender, these findings also concurred with the findings of Basheka and Auriacombe (2020) who revealed that using the English language to advertise tenders' opportunities hinders the majority of bidders like women, youth and alike to participate in the procurement opportunities due to the reason the majority of young generation were not conversant with the English language

4.2.2 The Influence of Financial Resources on Youths' Participation in Public Procurement

In order to determine the degree of the financial resource influence on youth participation in public procurement, the participants were asked to assess their agreement with a number of claims. Table 4 displays the averages and standard deviation of the replies;

Table 4: Influence of Financial Resources on Youths' Participation in Public Procurement

Statement	Mean	Std Dev.
Our group got difficulties getting loans from financial institutions.	2.2217	1.20421
The financial institutions set high-interest rate	2.4957	0.91231
The tender documents were sold at a reasonable price.	2.3225	0.94808
The demand for tender security is not very difficult to fulfill	3.5217	0.99252
Procuring entities pay our group at the agreed time.	2.3739	1.03009

The results show that all of the items had an opinion score range between 2.2 and 3.1 (SD = 0.9). Our group had difficulties getting loans because of the financial institution's low score (2.2; SD 1.2), while tender documents sold at a reasonable price had high scores (3.5; SD 0.9). The mean score was below average, indicating that respondents had opinions as they disagreed with some statements. To begin, respondents were asked if they thought the youth group had difficulty getting loans from financial institutions, and their scores (mean 2.2) indicated that they didn't. This finding contradicts the finding of Basheka and Auriacombe (2020), who depicted that the difficulties of getting loans from financial institutions had made many youths fail to participate in the procurement. The opposite result was based on the fact that the United Republic of Tanzania in recent years has established a program of providing special groups with 10% of the revenue from the local government authorities, which has provided many youths with the opportunity to establish entrepreneurship activities. Also, the respondents were in disagreement that financial institutions impose a high-interest rate (mean 2.4). This finding contradicts the finding of Munishi et al. (2022), who revealed that the high-interest rates demanded by financial institutions like banks are one of the impediments that hinder the youth from participating in business activities. The basis of respondents' answers was based on the fact that many youths in Tanzania get their loans from government institutions, like local government authorities, which don't impose any interest on the provided loans.

Also, the respondents were in disagreement that the tender documents were sold at a high price (2.3). The tendency shows that tender documents that were provided to the special groups were normally provided free of charge. This finding contradicts the finding of Basheka and Auriacombe, (2020) who revealed that the high price of tender documents hinders most of the youth to participate in procurement opportunities. Moreover, the respondents agreed that the demand for security tender is not very difficult to be fulfilled (mean 3.5). This finding contradicts the finding of Karani and Moronge (2017) which revealed that procuring entities demand tender security and performance bonds in some cases which become a drawback for the youth to participate in procurement opportunities. Lastly, the respondents were in disagreement that PEs pay the youth groups at the agreed time. This finding is in line with the finding of Tesha and Nsimbila (2020) who revealed that most of the procuring entities failed to pay the special group suppliers/ contractors at the agreed time as a result caused cash inflow as well as loss of their goodwill in the buying organization.

4.2.3 The Influence of Procuring Entities' Confidence on Youths' Participation in Public Procurement

In order to determine the degree to which the procuring entities' confidence influence on youth participation in public procurement, the participants were asked to assess their agreement with a number of claims. Table 5 displays the averages and standard deviation of the replies;

Table 5: Influence of Procuring Entities' Confidence on Youths' Participation in Public Procurement

Statement	Mean	Std Dev.
The youths lack trust in the procurement process in public institutions.	3.6130	1.08303
Our group suffers from mistrust of procuring entities because of bribery in the tendering process	3.5087	0.98016
The criteria used by the organizations for suppliers' selection are non-discriminatory	2.2478	0.97192
Our group believes that public organizations allocate 30% for the procurement of special groups.	2.3522	0.91935

The results show that all of the items had an opinion score range of between 2.2 and 3.6. (SD = 1.5). The youth lack trust in the procurement process (mean 3.6; SD 1.0), while the criteria used by organizations for supplier selection are non-discriminatory (mean 2.2; SD 09). The mean score was above and below average, indicating that respondents had mixed opinions as they disagreed and agreed with some statements. To begin, respondents show that the youth lack trust in the procurement process in public institutions (mean score 3.6). This finding is in line with the finding of Emilly (2017) who depicted that the majority of youth lack trust in winning a tender from a public institution as in most cases, tenders were awarded to large, reputable companies that used their financial position to influence their awarding. Also, the respondents agreed that the youth group suffers from mistrust of the procuring entity because of bribery in the tendering process (mean 3.5) This finding is in line with the findings of Njeri and Getuno (2017) who revealed that the majority of the youths were demotivated from participating in public procurement because they believed that the procurement process was associated with bribery.

Moreover, the respondents were in disagreement on whether the criteria used by organizations for supplier selection were non-discriminatory (mean 2.2). This finding was in line with the findings of Doorgapersad and Kinoti (2015), who revealed that in most cases, the criteria normally set by the procuring entities in the tender documents, like experience, good financial position, and the requirement of the performance bond were not met by the majority of the youth group. Last but not least, the respondents were in disagreement that the public organization did not allocate 30% of its procurement to special groups (mean 2.3). This finding supports the findings of Imaad and Ngugi (2021), who portrayed the extent to which the procuring entities allocated tenders to the special groups was very insignificant. Not only that, but the number of tenders that were awarded to them is another miserable piece of information due to its limited nature, as supported by the PRA's 2020 audit finding.

4.2.4 The Influence of Procurement Knowledge on Youths' Participation in Public Procurement

In order to determine the degree to which procurement knowledge influence on youth participation in public procurement, the participants were asked to assess their agreement with a number of claims. Table 6 displays the averages and standard deviation of the replies;

Table 6: The Influence of Procurement Knowledge on Youths' Participation in Public Procurement

Statement	Mean	Std Dev.
Our group has been trained in procurement rules and frameworks	2.1739	0.95233
Our group has competence and skills in public procurement procedures	2.2087	0.99483
Our group has enough knowledge of the tendering process	2.2565	1.05367
Our group has enough knowledge of tender documents preparation	2.2230	0.93541
Group members have enough management skills required to manage the group	2.3157	1.10816

The results show that all of the items had an opinion score range of between 2.1 and 2.3. (SD = 1.0). Our firm has been trained on procurement rules and regulations (mean score: 2.1; SD: 0.9), while a lack of management skills affects our participation in procurement (mean score: 2.3; SD: 1.1). The mean score was below average, indicating that respondents disagreed with some statements. Firstly, the respondents were in disagreement with the fact that their groups had been trained on procurement rules and regulations (mean 2.1). That means the majority of youth were blind to the rules and regulations that govern the procurement process in Tanzania. This finding is in line with the finding of Akenroye et al. (2013), who argued that the majority of the youth are unaware of public procurement rules and regulations. Also, the findings show that the majority of the respondents disagreed that they have competence and skills in public procurement procedures (mean 2.2). This finding supports the finding of Mabururu and Wekesa (2020), who revealed that the majority of youth are illiterate in procurement procedures and become hindrance factors to participating in procurement opportunities. The same has been supported for the majority of the respondent again, that the majority of the youth are unaware of the tendering process (mean score 2.2) as well as the preparation of tenders (mean score 2.2), which affect their participation, as supported by Mabururu and Wekesa (2020) and Akenroye et al. (2013), findings. Lastly, the respondents disagreed that they have enough management skills which definitely affects their participation in procurement activities (mean score 2.3). This finding is in line with the finding of Gatere and Shale (2014), who depicted that the majority of youth failed to participate in the procurement function due to a lack of management and business skills.

4.2.5 Youths' Participation in the Procurement Process

In order to determine the degree of youth participation in the procurement process in public procurement, the participants were asked to assess their agreement with a number of claims. Table 7 displays the averages and standard deviation of the replies;

Table 7: Youths' Participation in the Procurement Process

Statement	Mean	Std Dev
Youth are actively involved in public procurement.	2.1982	.91163
The number of bids awarded to the youths in public procurement is very high.	2.0088	1.03074
Our group is satisfied with how the youth participated in the public procurement.	2.1150	1.02523
I am satisfied with the amount of procurement that is allocated to the youth.	2.2035	1.15066

The results show that all of the items had an opinion score between 2.0 and 2.2 (SD = 0.9). The youths were satisfied with the amount of procurement that has been allocated to them had the highest score of (mean 2.2; SD 1.1), while the number of bids awarded to youths in public procurement is very high and had the lowest score of (mean 2.0; SD 1.0). The total mean score was below average, indicating that respondents disagreed with all statements. To begin, respondents show their disagreement that the youths are actively involved in public procurement (mean score 2.1). This finding concurred with the finding of Njeri and Getuno (2016), who revealed that the extent of youth participation in public procurement is insignificant as many tenders were awarded to giant and experienced companies, which automatically alienated them from participating. Also, the respondents disagreed that the number of bids awarded to youth in public procurement is very high. This finding is in line with the finding of Njeri and Getuno (2016), who came up with the same observation from the study that was conducted in Kenya.

Additionally, the results indicate that the majority of participants were not pleased with how youth were participating in public procurement or with the amount of tender that the procuring entities had given them (mean 2.1). This finding supports the findings of Imaidi and Ngugi (2021), who revealed

that the majority of youth were not satisfied with the extent of procurement that was allocated to them. This implied that youth contribution to national development through public procurement is not the problem because employment among youth is increasing at an increasing rate from time to time.

On a theoretical level, the study's finding is related to the RBV as argued by Barney and Hesterly (2008), a firm's performance depends on the types of resources and capabilities it has under its control. Resources are both tangible and intangible assets that a company uses to develop and carry out its strategies, according to Barney and Hesterly (2008). According to the findings, the youth failed to participate in the procurement opportunities due to, among other reasons, a lack of some important resources like insufficient information on procurement opportunities and a lack of knowledge and confidence about public procurement. On the side of empowerment theory, Zimmerman (2000) contends that empowered people exhibit traits like high self-esteem, self-efficacy, control over their lives, and increased sociopolitical and civic access. The finding of the study is in line with the theory assumption that due to the lack of opportunities for youth to participate in procurement opportunities, they failed to have control over their lives. As a result, the problem of employment in society seems to increase from day to day, as well as social and economic inequalities in society, which, in the long run, could lead to public unrest and social turmoil among the public.

4.3 Multi-Collinearity Test Results

To determine whether the independent variables in the study were correlating, both tolerance and variance inflation factors were used. The results of the multi-collinearity test are presented in Table 8 below;

Table 8: Multi-Collinearity Test Results

Variables	Collinearity Statistics	
	Tolerance	VIF
Procurement information	.157	3.383
Financial Resources	.220	4.540
Procurement knowledge	.205	1.418
Youth Confidence	.105	3.564

The finding above (tolerance factor 0.157, 0.220, 0.205, and 0.105 respectively) indicates an absence of collinearity between the variables. The VIF for the variables falls within the acceptable levels of less than 5(3.383,4.540, 1.418, 3.564 respectively). The strength of the association between the study variables was assessed using Karl Pearson's Coefficient of correlation. It was established that all the variables had a significant positive association ($p < 0.05$) at a 95% confidence level.

4.4 Reliability Test

The study variables have undergone the reliability test in order to determine if the variables are reliable or not. The result of the reliability test is shown in Table 8 below;

Table 8: Reliability test

Variables	No of Items	Cronbach's Alpha
Procurement information	4	0.839
Financial resource	5	0.845
Procurement Knowledge	5	0.813
Youth confidence	4	0.864

In this study, Cronbach's alpha coefficient was used to determine the reliability of the measurement instruments as supported by Sekaran and Bougie, (2009). According to the authors, the instrument will be reliable if Cronbach's alpha value is 0.7. For this study, the reliability scores for the variables are as follows; Procurement information = 0.839; financial resource = 0.845; procurement knowledge = 0.813, and youth confidence = 0.864.

4.5 Kaiser-Meyer-Olkin (KMO) and Bartlett's test

The study was subjected to sampling adequate testing. The results were shown in Table 9 below;

Table 9: Kaiser-Meyer-Olkin and Bartlett's test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.786
Bartlett's Test of Sphericity	Approx. Chi-Square	516.075
	Df	10
	Sig.	.000

The finding shows that the Kaiser-Meyer-Olkin measure of sampling adequacy value was 0.786, which is above the threshold value of 0.5, and Bartlett's test of sphericity had a statistical significance ($p=.000$) and therefore supporting factorability of the variables under the study.

4.6 Inferential Statistics

4.6.1 ANOVA F Test

The ANOVA F test was performed to evaluate the overall model fit in order to determine whether it passes the necessary thresholds on the statistical criteria as shown in Table 10.

Table 10: ANOVA F test

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	72.238	4	18.060	71.171	.000 ^b
	Residual	26.390	104	.254		
	Total	98.628	108			

a. Dependent Variable: youth participation in public procurement

b. Predictors: (Constant), procurement information, financial resources, procurement knowledge, youth confidence,

Table 10 demonstrates that the overall model fit is sufficient because the p-value for the regression model F test is less than the critical p-value ($P = 0.05$) at the confidence level of 95%. The model's conclusion that information on procurement opportunities, financial resources, procurement knowledge, youth confidence, and the independent variables together predict youth participation in public procurement, therefore is very significant.

4.6.2 Regression Model

Table 11 shows the summary findings from the regression model.

Table 11: Model summary

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.856 ^a	.732	.722	.50374	1.313

a. Predictors: (Constant), information on procurement opportunities, financial resources, procurement knowledge, youths' confidence,
b. Dependent Variable: Youths' participation in public procurement

The findings showed that the R square was 73.2%, indicating that information on procurement opportunities, financial resources, procurement knowledge, and youth confidence have contributed to about 73.2% of the change in youth participation in public procurement. The remaining 26.8% difference in youth participation in public procurement may be accounted for by additional factors that the model did not include.

4.6.3 Regression Model Results

The regression model results are shown in Table 12.

Table 12: Regression Model Results

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.550	.306		8.336	.000
	Procurement information	.430	.072	.761	5.941	.000
	Financial resources	.104	.068	.166	1.535	.008
	Procurement knowledge	.262	.063	.251	4.159	.000
	Youth confidence	.067	.118	.090	.571	.005

The results show that political interference in the awarding of the contract had a coefficient of 0.43 (p = 0.000). This translates to a 43 percent increase in youth participation in public procurement for every unit increase in political interference in the information on procurement opportunities. Additionally, the coefficient for financial resources is 10. percent (p = 0.008). This translates into a 10.0 percent increase in youth participation in public procurement for every unit increase in financial resources. The results show that procurement knowledge of youth participation in public procurement had a coefficient of 0.26 (p = 0.000). This translates to a 26 percent increase in youth participation in public procurement for every unit increase in procurement knowledge. Lastly, the results show that the coefficient for financial resources is 0.067. percent (p = 0.005). This means that a 6.7 percent increase in youth participation in public procurement for every unit increase in youth confidence.

This implies that in public organizations, information on procurement opportunities, financial resources, procurement knowledge, and youth confidence had a significant positive impact on youth participation in public procurement The provided regression equation summarizes this. Youth Procurement participation (Y) = 2.550+0.430X₁+0.104X₂+0.262X₃+ 0.067X₄+e.

Conclusions

The study's main objective was to determine how information on procurement opportunities, financial resources, procurement knowledge, and youth confidence affect the extent of youth participation in public procurement. The findings indicate that all four variables—information on procurement opportunities, financial resources, procurement knowledge, and youth confidence—have a positive effect on youth participation in public procurement. This means that when information on procurement opportunities, financial resources, procurement knowledge, and youth confidence increase, the extent of youth participation in public procurement increases, and vice versa. The findings indicate that all four variables information on procurement opportunities, financial resources, procurement knowledge, and youth confidence have a positive effect on youth participation in public procurement. This means that when information on procurement opportunities, financial resources, procurement knowledge, and youth confidence increase, the extent of youth participation in public procurement increases, and vice versa. As a result, procurement organizations should ensure that information on procurement opportunities, financial resources, procurement knowledge, and youth confidence is developed or increased to ensure that youth actively participate in public procurement. Finally, the study's limitations must be acknowledged, which can be used as a direction for future research. This study only focused on two regions, which are the Dar es Salaam and Dodoma regions. It is suggested that other studies be conducted in other regions of Tanzania to verify the findings. Also, this study has studied only four factors: information on procurement opportunities, financial resources, procurement knowledge, and youth confidence. The study recommends that further studies be conducted to examine other factors that affect youth participation in public procurement.

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