

Inclusive Education through Public Procurement Compliance: An Educational Intervention Model at Cagayan State University

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ABSTRACT:

To ensure the acquisition of resources, facilities, equipment, and services that support inclusive, high-quality education in higher education institutions, effective public procurement is essential. There is little empirical data on procurement awareness and institutional compliance in higher education institutions in the Philippines, especially when it comes to the promotion of transparent governance and inclusive education, despite the passage of Republic Act No. 9184 and its 2016 Revised Implementing Rules and Regulations (IRR). To design an Educational Intervention Model, this study assessed the degree of awareness and compliance with Republic Act No. 9184 among procurement implementers and end users at Cagayan State University—Andrews Campus and Carig Campus.

The 415 respondents of the study were procurement implementers and end users of CSU Andrews and Carig, who were selected through stratified proportional random sampling. Moreover, the self-constructed survey questionnaire was created to ascertain the respondents' profile, awareness, and compliance. The data gathered from the respondents were assessed using the following: 1. Descriptive statistics like frequency, percentage, and weighted mean, and 2. Independent-Samples t-test to identify the difference between procurement implementers and end users based on the significance level of 0.05. The overall mean of 4.11 for CSU Andrews Campus and 3.92 for CSU Carig is evidence that the respondents are very aware of the provisions of Republic Act No. 9184. In like manner, the overall mean ratings of 3.89 and 3.74 show that the University demonstrated compliance with the procurement law to great extent.

Comparative analysis showed a significant difference between procurement implementers and end users in Andrews Campus, whereas no significant difference was observed in Carig Campus. These results imply that procurement awareness and compliance are generally high; variations in procurement competencies among stakeholder groups deserve continuous professional development and institutional support.

Based on these findings, the study developed an Educational Intervention Model focused on competency assessment, capacity development, institutional support, compliance monitoring, and continuous improvement. The model is designed to enhance procurement competencies, institutional compliance with Republic Act No. 9184, and promote transparent and accountable governance of Cagayan State University. Although the study did not directly measure the outcomes of inclusive

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education, it demonstrates the effectiveness of procurement governance in supporting the acquisition of resources necessary in creating an environment for quality and inclusive education.

Keywords: Republic Act No. 9184, procurement compliance, procurement awareness, inclusive education, educational intervention model.

Introduction:

Inclusive education has become a global priority in achieving equitable, accessible, and high-quality education for all learners. It is founded on the principle that educational institutions should provide learning environments where every student, regardless of ability, socio-economic status, gender, ethnicity, or other individual characteristics, has equal opportunities to participate and succeed. The United Nations Educational, Scientific and Cultural Organization emphasizes that inclusive education extends beyond classroom instruction and requires institutions to establish governance systems, policies, infrastructure, learning resources, and support services that remove barriers to participation and promote educational equity. Likewise, the United Nations Sustainable Development Goal 4 (SDG 4) calls for ensuring inclusive and equitable quality education while promoting lifelong learning opportunities for all.

The implementation of inclusive education in higher education institutions depends not only on good teaching methods but also on efficient institutional governance and resource management. To meet the various learning needs of their students, universities need sufficient teaching resources, assistive technology, accessible buildings, lab equipment, ICT, and student support services.

Transparent, effective, and accountable public procurement systems that guarantee public funds are used responsibly and educational resources are delivered without needless delays are crucial to the timely acquisition of these resources.

As recognized among the top state universities in the Northern Philippines, Cagayan State University consistently works in improving the

quality of education while fortifying institutional governance. Cagayan State University complies with Republic Act No. 9184 in the procurement of materials, laboratory equipment, IT resources, infrastructure projects, library holdings, and other institutional needs that facilitate effective teaching and learning, ensuring adherence to procurement regulations.

Additionally, there have been few empirical studies on procurement compliance as an institutional mechanism that supports inclusive education in higher education institutions in the Philippines, even though prior studies have mostly looked at procurement compliance from the perspectives of governance, accountability, and financial management. This is a signal to the administrators of the need to know the impact of understanding procurement compliance.

Statement of the Problem

This study sought to determine the level of public procurement compliance and awareness of Cagayan State University as a basis for developing an educational intervention model that strengthens procurement competencies and institutional capacity to support inclusive education.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Civil status;
 - 1.4 Monthly gross income;
 - 1.5 Highest educational attainment;

1.6 Number of years as a member of the Bids and Awards Committee (BAC); and

1.7 Number of seminars and trainings attended on Republic Act No. 9184?

2. What is the level of awareness of the respondents regarding the provisions of the 2016 Revised Implementing Rules and Regulations of Republic Act No. 9184 in terms of:

2.1 Government procurement objectives;

2.2 Procurement planning;

2.3 Procurement by electronic means;

2.4 Bids and Awards Committee;

2.5 Preparation of bidding documents and invitation to bid;

2.6 Receipt and opening of bids and bid evaluation;

2.7 Post-qualification, contract award, implementation, and termination; and

2.8 Alternative methods of procurement?

3. Is there a significant difference in the respondents' level of awareness of the provisions of Republic Act No. 9184 when grouped according to respondent classification?

4. What is the extent of compliance with the provisions of Republic Act No. 9184 in terms of:

4.1 Government procurement objectives;

4.2 Procurement planning;

4.3 Procurement by electronic means;

4.4 Bids and Awards Committee;

4.5 Preparation of bidding documents and invitation to bid;

4.6 Receipt and opening of bids and bid evaluation;

4.7 Post-qualification, contract award, implementation, and termination; and

4.8 Alternative methods of procurement?

5. Is there a significant difference in the respondents' assessment of the extent of

compliance with Republic Act No. 9184 when grouped according to respondent classification?

6. What procurement implementation issues and challenges may affect the University's capacity to provide timely, transparent, and equitable acquisition of educational resources that support inclusive education?

7. What educational intervention model may be developed to strengthen procurement competencies, institutional compliance, and governance practices in support of inclusive education at Cagayan State University?

Hypotheses of the Study

The following null hypotheses were tested at the 0.05 level of significance:

Ho₁: There is no significant difference between the assessments of the two groups of respondents regarding their level of awareness of the provisions of the 2016 Revised Implementing Rules and Regulations of Republic Act No. 9184 in Cagayan State University—Andrews Campus and Carig Campus.

Ho₂: There is no significant difference between the assessments of the two groups of respondents regarding the extent of compliance with the provisions of the 2016 Revised Implementing Rules and Regulations of Republic Act No. 9184 in Cagayan State University—Andrews Campus and Carig Campus.

Objectives of the Study

The main objective of this study was to assess procurement compliance with the 2016 Revised Implementing Rules and Regulations of Republic Act No. 9184 in Cagayan State University as a basis for the development of an educational intervention model that strengthens institutional capacity to support inclusive education.

Specifically, the study aimed to:

1. Describe the profile of the respondents in terms of:

1.1. age;

1.2. sex;

1.3. civil status;

- 1.4. monthly gross income;
- 1.5. highest educational attainment;
- 1.6. number of years as member of the Bids and Awards Committee (BAC); and
- 1.7. number of seminars and trainings attended on Republic Act No. 9184.
2. Determine the level of awareness of the respondents regarding the provisions of the 2016 Revised Implementing Rules and Regulations of Republic Act No. 9184 with respect to:
 - 1.1. government procurement objectives;
 - 1.2. procurement planning;
 - 1.3. procurement by electronic means;
 - 1.4. Bids and Awards Committee;
 - 1.5. preparation of bidding documents and invitation to bid;
 - 1.6. receipt and opening of bids and bid evaluation;
 - 1.7. post-qualification, contract award, implementation, and termination; and
 - 1.8. alternative methods of procurement.
3. Determine whether significant differences exist in the respondents' level of awareness of Republic Act No. 9184.
4. Assess the extent of compliance with the provisions of Republic Act No. 9184 in relation to:
 - 1.1. government procurement objectives;
 - 1.2. procurement planning;
 - 1.3. procurement by electronic means;
 - 1.4. Bids and Awards Committee;
 - 1.5. preparation of bidding documents and invitation to bid;
 - 1.6. receipt and opening of bids and bid evaluation;
 - 1.7. post-qualification, contract award, implementation, and termination; and
 - 1.8. alternative methods of procurement.
5. Determine whether significant differences

exist in the respondents' assessment of procurement compliance.

6. Identify procurement implementation issues and institutional challenges that may influence the timely acquisition of educational resources necessary to support inclusive education.

7. Design an Educational Intervention Model that hones procurement competencies, strengthens institutional compliance with Republic Act No. 9184.

Review of Relevant Literature

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020), inclusive education requires educational institutions to remove barriers to participation and learning by creating environments that are accessible, equitable, and responsive to learners' diverse needs. Likewise, the United Nations Sustainable Development Goal 4 (SDG 4) further recognizes inclusive and equitable quality education as an essential component of sustainable development. This is important for Filipinos because it gives equal opportunity to learn regardless of background. As a result, it empowers us Filipinos to contribute to the development of our country.

Moreover, Republic Act No. 9184, together with its 2016 Revised Implementing Rules and Regulations, promotes transparency, accountability, and fairness in government procurement. The benefit is that, if colleges and universities establish standardized procedures for procurement planning, competitive bidding, monitoring etc., it will help us ensure that public resources are managed responsibly and efficiently by organizations just like colleges and universities. In our case, at Cagayan State University, compliance with these procurement principles is essential in acquiring quality resources that support instruction, research, extension, and production.

It is worthy to note that this inclusive education includes institutional policies, governance systems, procurement, and the like, which are truly significant because they enable colleges and universities to provide equitable and quality

education by ensuring the proper acquisition of resources needed to support diverse learners.

However, challenges in implementing R.A. No. 9184, like the complexity of its procurement procedures, usually lead to delays in the acquisition, particularly in state universities and colleges where timely purchase is a must. In the case of personnel, sometimes they experience inadequate procurement planning, complicated bidding processes, and non-compliance with legal requirements. Hence, capacity building initiatives have become an important way to strengthen procurement governance. In fact, according to the United Nations Development Programme (UNDP, 2015), institutional capacity building involves developing the knowledge, competencies, systems, and structures of the organization deemed necessary for effective and efficient delivery of services in the government. This will actually help ensure compliance with Republic Act No. 9184 while promoting accountable use of the funds of the government or public.

On the other hand, the theoretical foundation of this study is anchored in Good Governance Theory, which emphasizes transparency, accountability, efficiency, participation, and the rule of law as fundamental principles of effective public administration (UNDP, 1997). These theories are appropriate for it aligns with the purpose of the procurement law. The Theory of Good Governance provides a clear basis for transparency and accountability, among others, and the Principles of Effective Public Administration let us know the responsibilities and potential challenges between the government, like CSU, and its officials whose function is to manage the procurement process.

It is true that there are a number of studies conducted about procurement compliance, procurement performance, and governance reforms etc. but only a few have looked at how procurement can help support inclusive education in higher education institutions. Researchers of these studies usually don't give priority to how procurement impacts quality

educational resources and services in colleges and universities.

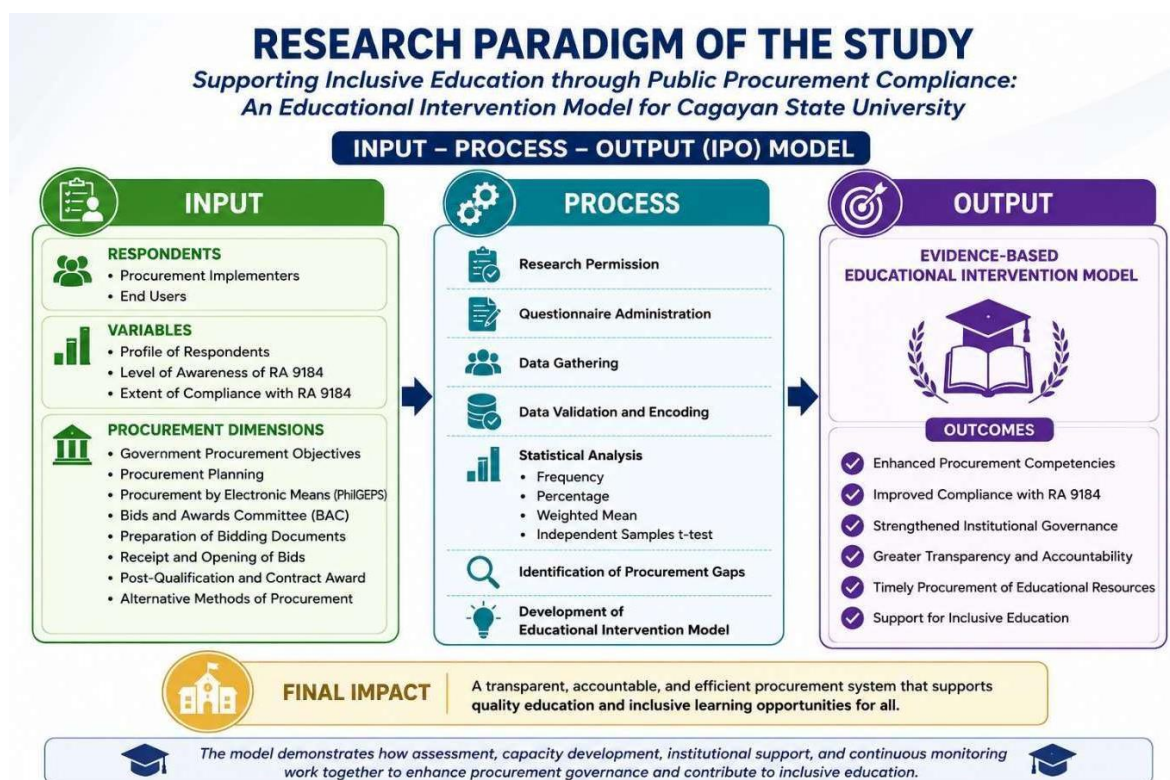
Therefore, this study aims to ascertain the level of awareness and compliance of Cagayan State University personnel with the provisions of Republic Act No. 9184. It also proposes an Educational Intervention Model to strengthen procurement knowledge, skills, and institutional governance. Instead of viewing procurement simply as a legal requirement, this study highlights its role as an important tool for promoting transparency, improving institutional capacity, and ensuring that the university can provide the resources needed to support inclusive and quality education.

2. Methodology Research Design

This study utilized a quantitative descriptive-comparative research design to determine the level of awareness and extent of compliance with the 2016 Revised Implementing Rules and Regulations (IRR) of Republic Act No. 9184 among the 415 procurement personnel of Cagayan State University, Andrews Campus and Carig Campus. The descriptive component was used to assess respondents' awareness and compliance across the major procurement processes, while the comparative component examined whether significant differences existed between procurement implementers and end users.

Research Paradigm

The study used the Input–Process–Output (IPO) Research Paradigm to demonstrate the overall flow of the study. It starts with identifying the necessary inputs, followed by the research processes, and ends with the expected output. The data gathered from procurement implementers and end users regarding their awareness and compliance with Republic Act No. 9184 served as the basis for developing an Educational Intervention Model. The model aims to strengthen procurement knowledge and skills, improve institutional compliance with procurement regulations, promote transparency and accountability, and support the University's commitment to providing inclusive education.



Participants and Sample

The study was conducted at Cagayan State University–Andrews and Carig Campus, Tuguegarao City, Cagayan Valley. 204 respondents came from Andrews Campus and 211 from Carig Campus, with a total of 415 respondents who participated in the study. They were selected using stratified proportional random sampling.

Respondents were classified into two groups:

Group A (Procurement Implementers)

- College Officials
- Members of the Bids and Awards Committee (BAC)
- Technical Working Group (TWG)

Group B (Procurement End Users)

- Faculty Members
- End Users

Group A respondents were selected for their direct involvement in the institution's procurement activities, and Group B respondents were included for their regular participation as requisitioners and users of procured goods and

services.

Research Instrument

The instrument used in the study was a questionnaire adapted from the provisions of the 2016 Revised Implementing Rules and Regulations of Republic Act No. 9184 and relevant Government Procurement Policy Board (GPPB) guidelines. It was subjected to expert validation for content validity.

The questionnaire is composed of two parts.

Part I. The demographic profile of the respondents, which includes Age, Sex, Civil Status, Highest Educational Attainment, Years of Service, and Number of Procurement-related Trainings Attended

Part II measured the respondents' level of awareness and extent of compliance with the provisions of Republic Act No. 9184 on the following procurement dimensions:

- Government Procurement Objectives
- Procurement Planning
- Procurement by Electronic Means (PhilGEPS)

4. Bids and Awards Committee (BAC)
5. Preparation of Bidding Documents and Invitation to Bid
6. Receipt and Opening of Bids and Bid Evaluation
7. Post-Qualification, Contract Award, Implementation, and Contract Termination
8. Alternative Methods of Procurement

Data Collection Procedure

After formal approval was obtained from the campus Executive Officer of Cagayan State University–Andrews Campus and Carig Campus, the questionnaire was administered right away after the purpose and significance of the study were explained to the respondents. After completion, all questionnaires were retrieved and organized for data encoding and data analysis. The researcher adhered to ethical principles in research when human participants were involved throughout the entire data collection process.

Data Analysis

The statistical tools used in the analysis of the data are the following:

1. To determine the demographic profile of

the respondents, frequency counts and percentages were used.

2. To assess the level of awareness and extent of compliance of the respondents with the provisions of the 2016 Revised IRR of Republic Act No. 9184 across the eight dimensions of procurement, the weighted mean was used.

3. To determine the significant differences between Group A (Procurement Implementers) and Group B (Procurement End Users), at the 0.05 level of significance, t-test was used.

Ethical Considerations

Ethical standards of Cagayan State University for research that involves the participation of humans were considered in the conduct of the study. Participation was voluntary, and informed consent was obtained from the respondents before the distribution of the questionnaires.

The information obtained was used only for academic and research purposes and was managed in accordance with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173). The researcher adhered to the ethical principles of respect for persons and justice, ensuring that the rights, welfare, and dignity of respondents were protected at every stage of the research process.

Results

Table 1. Profile of the Respondents

Profile Variables	Category	Andrews Campus (n =%	Carig Campus%
		204)	(n=211)
Age (Years)	25–34	101	49.51 66
	35–44	30	14.71 35
	45–54	39	19.12 47
	55–64	34	16.66 63
	Total	204	100.00211
Sex	Male	93	45.59 111
	Female	111	54.41 100
	Total	204	100.00211
Civil Status	Single	61	29.90 113
	Married	133	65.20 91
	Widow/Widower	10	4.90 7
	Total	204	100.00211

Educational Attainment	Bachelor's Degree/Others	—	—	170	80.58
	Master's Degree	102	50.00	21	9.95
	Doctorate Degree	102	50.00	20	9.47
	Total	204	100.00	211	100.00
Years of Service in the Institution	Less than 5 years	38	18.63	46	21.80
	5–10 years	54	26.47	52	24.64
	11–20 years	62	30.39	63	29.86
	More than 20 years	50	24.51	50	23.70
	Total	204	100.00	211	100.00
Number of Procurement Law Trainings Attended	None	34	16.67	49	23.22
	1–2 Trainings	85	41.67	91	43.13
	3–5 Trainings	60	29.41	49	23.22
	More than 5 Trainings	25	12.25	22	10.43
	Total	204	100.00	211	100.00

Figure 2. Overall Level of Awareness of Republic Act No. 9184 by Campus
(Mean Ratings on an Adapted 5-Point Likert Scale)

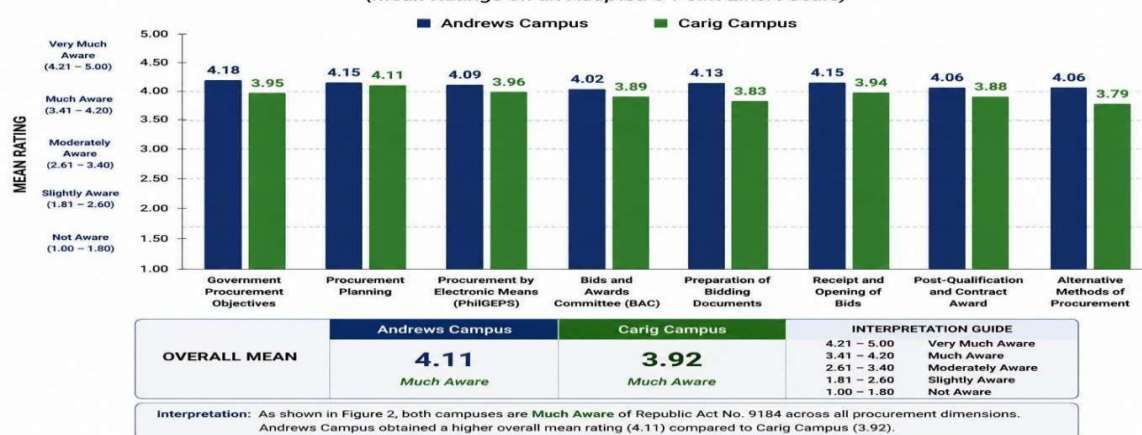


Figure 3. Overall Extent of Compliance with Republic Act No. 9184
(Mean Ratings on an Adapted 5-Point Likert Scale)

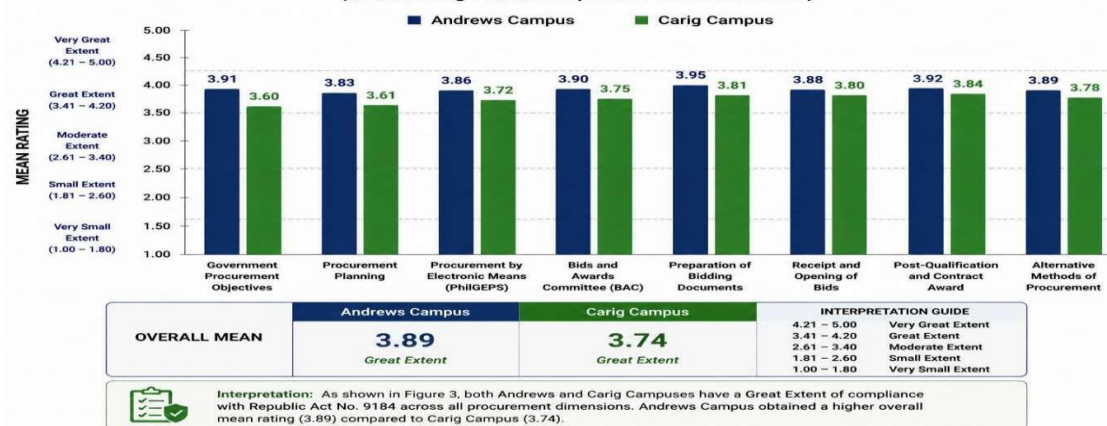


Table 2. Significant Difference in the Level of Awareness Between Procurement Implementers and End Users

Campus	Mean Implementers	Mean Users	Mean Difference	P-value	Decision
Andrews	4.33	3.72	0.612	<0.001	Significant
Carig	3.89	3.76	0.125	0.059	Not Significant

Level of awareness between procurement implementers and end users in Andrews Campus showed a significant difference, while in Carig Campus, no significant difference was observed

Educational Intervention Model for Strengthening Procurement Competencies and Institutional Compliance

Goal: To enrich procurement competencies, deepen institutional compliance with the 2016 Revised Implementing Rules and Regulations of Republic Act No. 9184, advocate transparent and accountable governance, and support the commitment of the university to an inclusive education through continuous professional development and institutional quality improvement.

Phase 1. Competency Assessment

Purpose: To Identify procurement competency gaps among procurement implementers and end users.

Activities

- Procurement competency assessment
- Knowledge examination on RA 9184
- Compliance self-assessment
- Procurement needs assessment
- Review of procurement audit findings
- Identification of campus-specific procurement concerns

Expected Output: Procurement Competency Profile of Andrews and Carig Campuses

Phase 2. Capacity Development Program

Purpose: To enrich procurement knowledge and competencies.

Training Modules

Module 1: Orientation on Republic Act No. 9184 and the 2016 Revised IRR

Module 2: Procurement Planning

- PMP Preparation
- Annual Procurement Plan (APP)
- Budget Alignment

Module 3: Electronic Procurement

- PhilGEPS Registration
- Posting Procedures
- Electronic Procurement Compliance

Module 4: Competitive Bidding Procedures

- Bidding Documents
- Bid Evaluation
- Post-Qualification
- Contract Award

Module 5: Alternative Methods of Procurement

- Shopping
- Small Value Procurement
- Direct Contracting
- Negotiated Procurement

Module 6: Ethics, Transparency and Accountability

- Conflict of Interest
- Procurement Ethics

- Good Governance
- Anti-Corruption Measures

Module 7: Procurement for Inclusive Education

Topics include

- Procurement of assistive technologies
- Accessible infrastructure
- Digital learning resources
- Universal Design for Learning (UDL)
- Procurement planning for diverse learners

Phase 3. Institutional Support System

Purpose: To deepen CSU procurement governance.

Strategies

- ✓ Procurement mentoring program
- ✓ Procurement help desk
- ✓ Campus procurement coordinators
- ✓ Procurement handbook

Expected Output: Improved CSU procurement support system

Phase 4. Compliance Monitoring

Purpose: To continuously monitor activities Quarterly

- Procurement compliance audit
- Monitoring checklist
- PhilGEPS compliance review Semi-annually
- Knowledge reassessment
- Procurement performance evaluation Annually
- Institutional procurement report
- Procurement excellence recognition

Phase 5. Continuous Improvement

Purpose: To obtain procurement excellence.

Activities

- Annual policy updates
- Refresher trainings
- Benchmarking with other SUCs
- procurement manuals' revision
- Planning improvement
- Feedback mechanism

Expected Output: Sustainable procurement governance system

Expected Outcomes Individual Level

- Increased procurement knowledge
- Improved procurement competencies
- Better understanding of RA 9184
- Higher procurement confidence
- Ethical procurement behavior

Institutional Level

- Improved procurement compliance
- Transparent procurement processes
- Reduced procurement delays
- Stronger accountability
- Better procurement planning
- Increased stakeholder participation

Educational Level

- Faster acquisition of instructional materials
- Improved laboratory facilities
- Procurement of assistive technologies
- Accessible learning environments
- Better support for inclusive education
- Enhanced institutional quality assurance



Discussion

Profile of the Respondents

The study consisted of 415 respondents from Cagayan State University, comprising 204 respondents (49.16%) from Andrews Campus and 211 respondents (50.84%) from Carig Campus. The distribution of respondents across the two campuses provided a balanced

representation of procurement stakeholders, enhancing the validity of the comparative analysis between campuses.

Respondents' Awareness of Republic Act No. 9184

Both campuses demonstrated a high level of awareness of the provisions of Republic Act No. 9184 across the eight procurement dimensions.

The findings show that procurement personnel and end users possess adequate knowledge of the procurement processes prescribed by law, specifically in procurement planning, preparation of bidding documents, receipt and opening of bids, and post-qualification procedures.

These findings align with the work of Kusi (2014), whose findings reported that employees' knowledge of procurement policies significantly contributes to effective procurement implementation within educational institutions. Kiage (2013), emphasized procurement competency and continuous professional development as important determinants in procurement performance. The findings likewise support the principles of Good Governance Theory, which indicate and give emphasis on transparency, accountability, participation, and adherence to established regulations as important variables of effective public administration (UNDP, 1997).

Respondents' Extent of Compliance with Republic Act No. 9184

Respondents' extent of compliance with RA 9184 from both campuses was assessed as procurement compliance to a great extent in all procurement dimensions. The high compliance ratings indicate that procurement procedures prescribed by the Government Procurement Reform Act are generally complied with in both campuses.

The findings are in support of the recommendations of the OECD (2015), which acknowledges public procurement as a mechanism in higher education institutions that promotes transparency, accountability, efficiency, and value for money. Also, the World Bank (2020), made emphasis on the management of effective procurement systems that would strengthen institutional performance.

Differences Between Procurement Implementers and End Users

On the assessment of awareness and compliance between the two groups of respondents, there is evidence of a significant difference between procurement implementers and end users in

Andrews Campus, while no evidence of a significant difference in Carig Campus.

Significant differences in Andrews Campus imply that the members of the Bids and Awards Committee (BAC) and the Technical Working Group (TWG), are more engaged in the procurement process, with variations in the roles and responsibilities they hold in procurement, exposure, and training experience related to procurement than the end users.

On the other hand, the absence of a significant difference in Carig Campus suggests the same level of procurement awareness and compliance between procurement implementers and end users. This further shows that they are more consistent in the dissemination of procurement policies and participation in procurement activities of the Carig campus.

These findings uphold the Principal-Agent Theory (Jensen & Meckling, 1976), which emphasizes the scope and nature of responsibilities, communication systems, and accountability systems that would enrich the overall performance of the organization.

Implications for Theory

The findings prove that good governance was practiced by Cagayan State University, which substantiates Good Governance Theory and Principal-Agent Theory.

Implications for Practice

The proposed Educational Intervention Model was developed based on the findings of the study, which serves as a blueprint for the enhancement of the procurement process of Cagayan State University.

The model will strengthen the procurement process through professional development, periodic policy orientation, mentoring, and competency-based training programs.

Implications for Policy

The findings substantiate the implementation of procurement reforms consistent with RA 9184 and the Government Procurement Policy Board (GPPB) guidelines. Higher education institutions

should institutionalize regular procurement competency assessments, mandatory education on procurement, and systematic monitoring strategies to maintain compliance standards with procurement regulations to provide equitable access to educational resources, thereby contributing to institutional efforts toward inclusive education.

Limitations of the Study

The study was limited to two campuses, Andrews and Carig Campus of Cagayan State University. Data were based only on self-reported questionnaire responses. The study made use of a cross-sectional quantitative design to determine the awareness and compliance of respondents with RA 9184 at a single point in time, but effects on procurement policies, practices, or competencies of personnel after the conduct of the study were not examined and did not directly measure outcomes of inclusive education.

Conclusion

This study aimed to ascertain the level of awareness and extent of compliance with the 2016 Revised Implementing Rules and Regulations of Republic Act No. 9184 among the 415 respondents based on the Good Governance Theory and the Principal-Agent Theory to regulate areas for improvement. The results showed that respondents from both campuses demonstrated a high level of awareness, and they perceived that procurement activities were implemented to a great extent across the different dimensions of procurement. The results of the study recommend a proposed Educational Intervention Model composed of the following: 1. Capacity-building, 2. Professional Development, 3. Policy Orientation, and 4.

Systematic Compliance Monitoring. This recommendation is hoped to bring a more responsive learning environment not only to the respondents but for everyone involved in the compliance of procurement.

Recommendations

The following recommendations are hereby made based on the findings of the study:

1. Cagayan State University should strengthen procurement capacity-building programs.
2. The institution should give an update on current procurement policies and regulations to stakeholders and end users.
3. The University should implement the proposed Educational Intervention Model to improve awareness of procurement.
4. They should monitor periodic compliance audits and procurement performance.
5. The school should integrate quality assurance initiatives in the procurement process in support of quality, excellence, and inclusive education.
6. To promote coordination, procurement personnel should be encouraged to enhance the process of procurement.
7. Future research may employ mixed-methods or qualitative approaches, including the effects of procurement using longitudinal designs and how procurement governance influences the acquisition of inclusive educational resources with inclusive education outcomes.

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Author Declaration

The author declares that this research work, titled "Supporting Inclusive Education through Public Procurement Compliance: An Educational Intervention Model for Cagayan State University," is original. The manuscript has not been published previously in any other journal or conference proceedings. All information has been acknowledged and cited in accordance with the prescribed academic and ethical standards. The manuscript contains no plagiarism, fabrication, falsification, or manipulation of research data, and the author accepts full responsibility for the integrity and accuracy of the work.