School Accounts Management and Financial Accountability of Public Secondary Schools in Khwisero Sub-County, Kenya

Musungu Inganga Daniel Gideon

A Research ThesisSubmitted in Partial Fulfillment of the Requirements for Award of the Degree of Master's of Business Administration (Accounting Option) of Masinde Muliro University of Science and Technology

November, 2023

DECLARATION AND CERTIFICATION

This thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

Signed……. Date……

Musungu Inganga Daniel Gideon

MBA/G/01-53235/2018

CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology of Thesis entitled, '*School AccountsManagement and Financial Accountability of Public Secondary Schools in Khwisero Subcounty, Kenya'.*

Dr. Ben Oseno

Department of Accounting and Finance

Masinde Muliro University of Science and Technology.

Signed…….. Date…….

Dr. Reuben Rutto

Department of Economics

Masinde Muliro University of Science and Technology.

Signed…….. Date……..

COPYRIGHT

This Thesis is a copyright protected by laws on intellectual property. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or be transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the owner and of the School of Graduate studies of Masinde Muliro University of Science and Technology.

DEDICATION

This thesis is dedicated to my beloved family for their moral, financial support and encouragement during research engagement.

ACKNOWLEDGEMENT

First and foremost, great appreciation goes to God for His grace and the gift of life as well as good health during the period of the study. I wish to thank the Almighty God for giving me knowledge and wisdom to conduct this study. Secondly I highly appreciate my supervisors Dr. Oseno and Dr. Rutto for their tireless guidance and direction on this proposal. Thank you very much my seniors for your input in this work.

To the University of choice, Masinde Muliro University of Science and Technology,thank you very much for giving me an opportunity to study here and for a condusive study environment as well as thorough programmes under Masters of Business Administration. Specifically I thank the entire school of business and economics for their competent lecturers who taught me with dedication.

Iam greatful to my classmates whom I consulted oftenly on matters of academics as well as group discussions, you really encouraged me in this undertaking. I also thank colleagues who gave moral support and encouragement on matters of academics. Lastly I thank my employer for according me humble time to study and to use their resources especially stationary in accomplishing this task. Through the job I was able to finance my studies.

ABSTRACT

In order to achieve sustainable development goal number four that emphasises on inclusive and equitable quality education and promotion of lifelong learning opportunities for all, school accounts management comes as top priority. However this has not been the case as the teachers service commission raised concern on misuse of funds in public secondary schools and warned principals in charge and even indicated interdiction for such cases. In Turkana South, the audit questioned the use of Sh29 million to buy three school buses failing the school budget implementation plans. There were no logbooks for the said vehicles.According to Audit reports on public secondary schools, financial statements anomalies have been reported in a number of schools in Khwisero Sub County. Therefore, this study investigated the effect of School Accounts Management and Financial Accountability of Public Secondary Schools in Khwisero Sub-County. Specifically, the study sought to establish the contribution of school budget development, school budget implementation, and school fees collection strategies on financial accountability of public secondary schools in Khwisero sub-county. The study further established the moderating influence of school factors on the relationship between school accounts management and financial accountability of public secondary schools in Kenya. The study was guided by fund accounting technique theory, budget theory and agency theory. The study employed descriptive surveyresearch design. The target population had 51 stakeholders comprising of the principal and the bursar per school, this entailed 25 public secondary schools in Khwisero sub-county, Kenya. Using census survey, all 51 stakeholders were incorporated as the county schools auditor was incorporated in charge of all schools under study. Structured questionnaires were used as the instruments for data collection. Data was analyzed using descriptive statistics (mean and standard deviation) and inferential statistics (pearson correlation analysis and simple linear regression analysis). This was aided by statistical package for social sciences (SPSS) version 23. Data was presented by use of tables. The study found that School budget development R^2 of 0.827, School budget implementationR^2 of 0.71 and fee Collection strategiesR^2 of 0.504 had a positive and significance influence on financial accountability of public secondary schools in Khwisero sub County, Kakamega County. Furthermore school factors had a moderating influence thus R^2 increase of 0.015 on school accountsmanagement and financial accountability of public secondary schools in Khwisero sub County, Kakamega County. The study recommends that on school budget development, public secondary schools should seek an increase in budget allocation from the ministry of education for each child to increase fund generation. Public secondary schools should ensure budgets generated are realized and funds should clearly indicate the expenditures realized. Public secondary schools should find means in which fee collection can be enhanced to ensure there is adequate cashflow and since school factors has significant effect on financial accountability, it should also be included into main key elements that public secondary schools should consider when handling school fund accounts. The study may be of benefit to the ministry of education, school managers, accountants as far as school accounts managamant is concerned.Scholarscould benefit through knowledge addition.

TABLE OF CONTENTS

APPENDICES

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

ANOVA- Analysis of Variance

BOG- Board of Governors

BOM- Board of Management

BOD- Board of Directors

CBB- Cycle Based Budgeting

CPA- Certified Public Accountant

FDSE- Free Day Secondary Education

HOD- Head of Department

GOK- Government of Kenya

KIPPRA- Kenya Institute for Public Policy Research and Analysis

KMO – Kaiser-Meyer-Olkin Measure

KNBS – Kenya National Bureau of Statistics

MOE – Ministry of Education

NG-CDF - National Government Constituency Development Fund

NSE - Nairobi Securities Exchange

PTA- Parent Teachers Association

ROA- Return on Assets

SBB- School-Based Budgeting

SPSS- Statistical Package for Social Sciences

USA- United States of America

ZBB- Zero Based Budgeting

OPERATIONAL DEFINITION OF TERMS

School Account: This is the money provided by the public or raised by parents of respective secondary schools to finance running of the schools in Kenya.

School Accounts Management: This is the process of monitoring and managing funds provided by the government or raised by parents of respective secondary schools to finance running of the school. It entails school budget development, school budget implementation and fees collection strategies

Financial Accountability : This refers to the schools approach in holding an individual liable for effectively performing a financial activity, such as a key control procedure within a financial transaction process. It establishes effective financial processes.

Public Secondary Schools: Refer to post primary and pre-tertiary academic institutions which have been established by the Kenya Government and are funded by the taxpayers' money.

Budget variance: Is a periodic measure used by governments, corporations, or individuals to quantify the difference between budgeted and actual figures for a particular accounting category in secondary schools.

School Budget Development: The process of preparing a summary of the programmes in the school that will be reflected by the expected revenue.

School Budget Implementation:	Budget implementation involves two main operations thus commitments and payments. As regards the commitment of expenditure, a decision is taken to use a particular sum from a specific budgetary line in order to finance a specific activity.
Fees Collection Strategies:	This is the action that school managers take to attain the schools goals by assembling amount deemed fit as school fees charges such as setting up automatic fees payment plans and reminders to parents.
School Factors:	This refers to observable school behaviour that may affect school accounts management and financial accountability such ascomposition ofschool board of management and school category.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The government manages her money in terms of funds as guided by fund accounting technique. School fund therefore stems from the broader fund accounting technique, which is an accounting system for recording resources whose use has been limited by the donor/financier. It emphasizes on accountability rather than profitability and is used by non profit making organizations and governments (Mothibi & Musvoto, 2017). School accounts management refers to the process of controlling of monies provided by the government or raised by parents of respective secondary schools to finance running of the school.

Public secondary schools, being non profit oriented suitably qualify to use fund accounting technique to record their resources. This technique is suitable for use by such schools since it aids in separation of funds in terms of activites such as boarding fees, medical fees, personal emoluments, etc. The other advantage of fund accounting technique to public schools is that it makes it easier to audit disbursed funds. It should be noted that fund accounting technique in public secondary schools aims at two things; to enhance transparency and stewardship(Goncharenko, 2018)

It is the aim of the financier to see the school serve the needs of his/her donation. The financier can easily review the accountability of each fund he/she contributed to the school. At school level financial accountability refers to the schools general financial health over a certain time frame measured by budget variance, project completion level, creditors level, staff remuneration rate and nature of audit report (Mohamed & Omar, 2016).

The school fund is the money contributed by the public or raised by the parents of secondary schools in Kenya in order to finance the operation of those schools. The ability to accurately record financial transactions and create reports is essential for school administrators. Receipt books, bank paperwork, and cash books are all examples of the types of financial records that aid in efficient management of funds and guarantee sustainable development in secondary education (Laurie & Nonoyama, 2016).

Fund accounting theory serves as the basis for the school's financial reporting. A fund's status as a functional unit, interest hub, or legal entity has been the primary focus of the established fund theory. The fund theory makes it possible to conduct audits free of the influence of the auditor's personality and other subjective factors on the integrity of the audited financial statements. The concept of a "fund" is central to the study of financial markets and investments. According to Goncharenko (2018), a fund's liabilities govern the extent to which the fund can use its assets for a certain purpose.

The funding for educational institutions is used for their daily operations and activities. Planning the school budget to fulfill the school's goals and, more importantly, good financial management is the responsibility of the school's principal and administrative staff in secondary schools (Sharma, 2020). In an effort to better manage finances, many nations have delegated this responsibility to schools. It is highlighted that despite the importance placed on financial resources in bringing about the much-needed reform and delivery of services, the resource is sometimes mismanaged and plundered by those in authority. Less money is needed to provide a quality secondary education in countries like the United Kingdom, the United States, Canada, Egypt, and Nigeria.

Regional research indicates that school financial management is experiencing difficulties. It has been noted that the administration of school money in Zimbabwe has been difficult. Principals and school improvement councils have botched their responsibilities in this regard. The Ministry of Education has blamed this on insufficient or nonexistent education. In fact, examples of manipulation of cash and abuse of teacher incentives have been reported at schools led by administrators in Mashonaland East province (Chatiza, 2020).

Wushe, Ndlovu, and Shenje (2021) found a lack of basic management and financial skills among Zimbabwean school development committees, and they argued that proper decision making and use of school resources requires concerted efforts from school principals, school development committees, and other stakeholders like the community. The authors observed that secondary school administrators in Harare lacked the requisite financial skills for the responsible handling of school funds.

According to Bua and Adzongo (2021), a number of issues contribute to the inept handling of institutional finances in Nigeria. These include delays in the distribution of cash, insufficient training for school administrators, and a lack of oversight from school finance officers. In a similar view, Bua and Adzongo (2021) attributed the deteriorating condition of schools in Nigeria's Benue state on mismanagement of funds, including a failure to create sufficient internal revenue and the wasteful redistribution of funds already at hand.

Government secondary schools in Kenya fall under the purview of the Ministry of Education. The government provides some funding through its Free Day Secondary Education scheme, which is used to operate the institutions (Mito &Enose, 2019). Educator leaders and a governing board are responsible for their operation. The board is responsible for ensuring high quality education at an affordable price (GoK,

2018). It is the principals, however, who are ultimately responsible for overseeing the school's budget (Ministry of Education, 2019). Principals are responsible for creating school budgets, making purchases, and overseeing the maintenance of school buildings (Teachers Service Commission, 2017).The ministry of education has severally warned school principals in soliciting illegal fees from students (Ministry of Education, 2019).

Financial accountability is a company's method of holding an employee responsible for carrying out a financial activity, such as a crucial control operation inside a financial transaction process, in an efficient and accurate manner. It sets up dependable monetary procedures (Amalendu, Somnath & Gautam, 2016). Financial responsibility in schools is distinct in how they function, and hence, any judgments made about such accountability must be carried out in a special fashion (Momanyi, 2018). In this scenario, success was determined by factors such as budget overrun, percentage of completed projects, number of creditors, staff compensation rate, and audit report content. Therefore, the purpose of this research is to examine how the administration of the school's funds affects the schools' ability to account for their money in the Khwisero subcounty of Kakamega county, Kenya.

1.1.1 Public Secondary Schools

A Kenyan child has the right to free basic education, which is written into the Kenyan constitution (2010), chapter 4, bill of rights. National governments should ensure their citizens have access to a high-quality education, as stated in Sustainable Development Goal 4. Kenya's government feels this way, which is why it's committed to keeping tuition low. The government of Kenya made elementary school (Kindergarten through Grade 3) attendance mandatory and free for all citizens in 2003. This was followed by free secondary school during the day in 2008, so now

both parents and the government contribute to the cost of public secondary education. Approximately 23% of the Ministry of Education's budget goes to public secondary schools (MOE, 2019). Despite Kenya's commitment to providing a free public education to all residents, audits conducted in 2005 and 2006 reveal instances of misappropriation of monies intended for schools (Ministry of Education, 2018).

A good education is a leveler. It helps people of all socioeconomic backgrounds, so it's no surprise that the Treasury allocates so much money to it. For this reason, stakeholders are keenly interested in investments that improve access to quality education. Public secondary school principals, with the backing of the Board of Trustees and the Ministry of Education, are responsible for managing school budgets despite obstacles like wages and development costs, which result in increased parent levies (Ministry of Education,2018).

Using the allocated resources effectively is their responsibility. But there are payment issues. The efficiency with which services can be provided is hampered when funding from the government and parents is delayed. In addition, it has been observed that most school principals do not stick to the budget, make purchases without procurement strategies, and create imaginary initiatives.In Turkana South, the audit questioned the use of Sh29 million to buy three school buses. There were no logbooks for the said vehicles (Audit report, 2022).

Kakamega county, where Khwisero sub county is located, is the fourth most populous county in Kenya (KNBS, 2019). According to Audit reports on public secondary schools financial statements anomalies have been reported in a number of schools in Khwisero Sub County (Audit report, 2022). In Kenya, school financing is directly proportional to the number of students enrolled in each school. This study aims to answer the question, "How does the management of school accounts affect

the financial accountability of the twenty-five (25) public secondary schools in the Khwisero sub-county of Kakamega county, Kenya?" for the entire region. Budget overrun, percentage of projects completed, number of creditors, employee compensation rate, and audit report type will all be used to determine financial responsibility.

1.2 Statement of the Problem

In order to achieve sustainable development goal number four that emphasises on inclusive and equitable quality education and promotion of lifelong learningopportunities for all, school accounts management comes as top priority.However this has not been the case as the teachers service commission, (2017) raised concern on misuse of funds in public secondary schools and warned principals in charge and even indicated interdiction for such cases. In Turkana South, the audit questioned the use of Sh29 million to buy three school buses failing the school budget implementation plans. There were no logbooks for the said vehicles (SchoolAudit report, 2022).According to Audit reports on public secondary schools, financial statements anomalies have been reported in a number of schools in Khwisero Sub County (Ministry of EducationAudit report, 2022). The school audit reportindicated that someschool managers had hidden fees charges not in line with the one recommended by the government (Ministry of Education Audit report, 2022). Even though the government of Kenya pays tuition fees for every student in public secondary schools, there has been signs of mismanagement of public funds in learning institutions (MOE, 2018). The epitome of these problems is characterized by unprecedentedly high fees collection strategy on every student, budget development process as well as budget implementation (Magak, 2018).

Attempts to address school accounts management concerns by previous studies have been inconsistent. Wango and Gatere's (2019) found school budget development to be significant on financial performance of secondary schools whereasDemba, (2018) found school budget development insignificant on financial performance of secondary schools. Miriti and Wangui,(2021) found school budget development as significant on performance of schools yet Magak's, (2018)found school budget development as insignificant on performance of schools. A study by Wango and Gatere (2019) recommended use of other school accounts management variables such as school fees collection strategies and school factors in further studies of which the current study considered. Owing to the above inconsistencies and gaps this study investigated the influence of school accounts management on financial accountability of public secondary schools in Khwisero Sub County,Kakamega County.

1.3 Research Objectives

This study was guided by the general objective as well as four specific objectives.

1.3.1 General Objective

The overall objective of this study was to investigate the influence of school accounts management on financial accountability of public secondary schools in Khwisero sub county.

1.3.2 Specific Objectives

i) To determine the influence of school budget development on financial accountability of public secondary schools in Khwisero sub county.

ii) To examine the effect of school budget implementation on financial accountability of public secondary schools in Khwisero sub county.

iii) To establish the contribution of school fee collection strategies on financial accountability of public secondary schools in Khwisero sub county.

iv) To assess the influence of school factors on the relationship between school accounts management and financial accountability of public secondary schools in Kenya.

1.4 Research Hypothesis

The following hypotheses were formulated and tested

$H0_1$: There is no significant influence on school budget development on financial accountability of public secondary schools in Kenya.

$H0_2$: School budget implementation does not significantly affect financial accountability of public secondary schools in Kenya.

$H0_3$: Fee collection strategies do not significantly affect financial accountability of public secondary schools in Kenya.

$H0_4$: School factors do not significantly affect the relationship between school accounts management and financial accountability of public secondary schools in Kenya.

1.5Significance of the study

The findings of this study may be useful to researchers and academics because they will serve as a foundation for future studies. This study would serve as a platform for academic discourse on school accounts management and fiscal responsibility. It may supply scholars with empirical studies applicable to their research. The study may

potentially contribute to the body of accounting knowledge by bridging research gaps in school accounts administration in general.

This research may provide numerous contributions to both the expansion of knowledge and the enhancement of practice in school fund account administration and financial accountability. The paper presents a complete framework for evaluating practices in school fund account administration and financial accountability from a theoretical approach. It may also assist policymakers in their efforts to enhance the education and financial sectors.

1.6 Scope of the Study

The study sought to determine the influence of school accounts management on financial accountability of public secondary schools in Khwisero Sub County in Kakamega County, Kenya. School accounts management was ascertained in terms of school budget development, school budget implementation,and school fees collection strategies.Financial accountability wasbasedon budget variance, project completion rate, creditorslevel, staff remuneration rate and nature of audit report. Khwisero Sub County has a totalof 25 public secondary schools, each school was considered during the research.This period has seen an increase in funding by the government to public secondary schools. It has also seen a spilage in students enrolment rate as well as establishment of more public secondary schools across the country due to 100% transtion policy by the government. This study took place from January to August 2022. The study targeted school principals and school bursars/accounts clerks.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter assembles information on past studies that are in line with the current study on the influence of school accounts management and financial accountability of public secondary schools. Theories supporting this study as well as empirical analysis is discussed.

2.2 Theoretical Review

This study was guided by fund accounting technique theory, budget theoryand agency theory.

2.2.1 Fund Accounting Technique Theory

The theory of fund accounting was introduced by economist William Joseph Vatter in 1947 as a viable alternative to the proprietary and entity theories of accounting. Goncharenko (2018) states that Vatter (1947) posited that the proprietary theory's emphasis on the proprietor of assets and liabilities is inadequate for the contemporary reporting system, while the entity theory's focus on the accountability of the business as a distinct entity also employs insufficient accounting methodologies. Vatter created the fund accounting theory with the goal of maximizing the utility of financial assets while maintaining their objective, impersonal nature.

Vatter (1947), as cited by Goncharenko (2018), suggested that accounting data and reports have varying degrees of importance in three contexts: management, social control agencies or government, and the credit extension and investment process as a whole. Neither the proprietary theory nor the entity theory was able to solve practical accounting problems, as Vatter (1947) showed. As much as possible, he refrained

from giving any entity a human face in his theory. To differentiate itself from preexisting theories, the developed fund theory defines a fund as "a unit of operations or a center of interests or the accounting entity." Personality and its implications for accounting practices and the reliability of financial statements can be removed from the equation thanks to the fund theory. The concept of a fund is central to the study of such theories. Fund, as defined by Vatter (1947) and cited by Goncharenko (2018), is an asset pool from which a variety of potential services can be derived.

Rather than valuing assets primarily for their monetary worth, it shifts the primary emphasis of fund accounting to their service potential. Instead of focusing on how much money can be made from managing funds, the focus of fund accounting is on who should be held responsible for making decisions about those funds(Macharia, 2019). A fund is a separate fiscal and accounting entity that maintains its own self-balancing set of accounts to keep track of cash and other financial resources, as well as all liabilities and residual balances, for the express purpose of engaging in a particular activity while adhering to a particular set of restrictions or limitations. Fund theory relies on this principle, which is expressed as the following basic balance equation: Investments Investment Limitations. Equity is defined as "restrictions that apply to assets in the fund," and the equality of assets and equities is established by the equity that remains after all restrictions have been applied(Mito &Enose, 2019).

Vatter(1947) defines revenue and expense in the context of the fund theory perspective, as follows. According to Goncharenko (2018), the notion of expense as the provision of service towards the intended objectives of the fund is applicable not just to profit-oriented activities but also to service operations that lack any desire for financial gain (Vatter, 1947). The expense concept, which is based on fund theory,

differs from transaction concepts found in other accounting theories due to the nature of most transactions being continuous and non-visible. While services are indeed transformed and provided through transactions, the cost concept is not solely reliant on these events. Based on the fund idea, income is generated by the acquisition of supplementary assets, which in turn broaden the range of potential service possibilities without imposing new limitations. The revenue stream generated from new assets is distinct from traditional asset-increasing transactions due to the absence of any equity limits, except for the residual equity of the fund.

The following are effects on the understanding of income concept brought about by the goal of fund theory to eliminate the influence of personalities on financial statements. It's a pity that "income" is often thought of as something that belongs to a specific person, rather than as something that benefits society as a whole. According to Vatter (1947) as cited by Goncharenko (2001), the concept of "entity income" is meaningless because the calculated income figure is relevant only to a fictional character (2018). Despite its popularity, the income concept does not inspire much faith in Vatter. He thinks accountants put too much weight on it and that there are many flaws in the way it's calculated. The all-purpose income figure has its limitations and cannot meet all the critical demands placed upon it.

Vatter (1947) proposes an alternative to the traditional income statement in which data is given in such a way that readers can, if they so choose, derive an income figure that is relevant to their own needs. However, instead of concentrating on income, one should look at how money is actually being spent. As a result, the concept of income receives little consideration within the framework of fund theory. Fund theory also provides leeway in selecting the appropriate reporting units. In what ways does Fund Theory lend itself to use in the public sector? The fund theory is

meant to replace the proprietary and entity theories in all kinds of businesses. However, it has had a major impact on the evolution of governmental accounting principles, even if it has not been widely adopted in the commercial business sector. In public and nonprofit organizations, a fund is the basic unit of accounting because it defines the scope of a specific set of financial documents and reports. Instead of trying to estimate public sector profits, interested parties should receive regular financial reports from the relevant public sector entity. To put that into practice, you'll need some kind of financial data-tracking funds.

It is the dominant theory because it removes the influence of parents and guardians from tuition rates, collection methods, budget formulation, and implementation. The board and the principal of a school should not be mistaken for the people in charge of the books(Macharia, 2019). It explains the school budget development process and how it should be implemented.

2.2.2Budget Theory

The budget theory was first explained by Bozeman and Straussman (1982). Two dimensions (descriptive and normative) are used in the theory. One of the defining characteristics of this descriptive metric is its emphasis on civic engagement. Events, trends, and inferences are all described by theorists. While the descriptive dimension focuses on facts, the normative one considers values. According to this theory's explanatory framework, budget planning necessitates, at a minimum, identifying desired service levels by activity and estimating the resources needed to meet those objectives. According to this school of thought, individual departments should be able to ask for the resources they need to complete their work. According to the normative perspective of budget theory, the public should play a central role in the

budgeting process, and the resulting budgets should be representative of the average person (Schick, 1973).

Khan and Hildreth (2002) analyzed the public sector budget theory as well. According to Schick (1973), there is no need for a universal theory of budgeting, but rather a collection of theories, each tailored to a different aspect of the issue being tackled by the discipline. Budgeting for public secondary schools necessitates the participation of many parties, including parents, government representatives, financiers, and school administration. Plus, the budget needs to reflect the realities of most students' and parents' lives. That is to say, it shouldn't be too lofty that some parents will have trouble chipping in for the cost of the planned activities and expenses.

Based on the theory's illustrative section, which explains what resources various divisions need to carry out their missions, schools factors are included as a moderating variable. Members of the school's management board and the principal draw clear lines when asking for money to complete specific projects(Macharia, 2019). This theory prescribes other variables that are participation to determine school fees charged, fee collection strategies, budget development, and implementation based on the element of wide public participation in budgeting.

2.2.3 The Theory of Agency

Financial economist Michael Jensen and management theorist William Mackling proposed this concept (1976). By applying the principles of Financial Agency Theory, an employee can verify the actions of their principal. The theory also places emphasis on the pros and cons of working with a principal agent. When management's actions are in line with those of shareholders, a positive agency cost

results, while a negative agency cost reduces shareholder value. An agency relationship is defined by Jensen and Mackling as a contractual arrangement whereby a principal engages an agent to carry out specified tasks on the principal's behalf. The principal trusts the agent enough to give him or her discretionary authority. They also claimed that the theory presupposed that the principal was responsible for handling every aspect of the business. They hand-pick the agents and keep a close eye on them to make sure they're performing at peak efficiency.

Since secondary schools are governed by Boards of Management (BOM), and BOM members typically lack the financial management expertise necessary to oversee their schools' budgets, this theory is relevant to the study at hand. Bursars will be helpful in putting together fee collection strategies, even if the board ultimately makes that decision. The board serves as the principal and the bursar serves as the agent in charge of developing and implementing the budget(Macharia, 2019). The board has delegated its authority to make decisions about the school to the principal. They keep an eye on how well these agents are carrying out their responsibilities. On an annual basis, they get together to plan out how best to run the nation's schools.

2.3 Conceptual Review

This research aimed to develop a framework for the administration of school funds by considering how these three factors,the creation of a school budget, its actualization, and the methods used to collect student feeswould interact with one another(Macharia, 2019).Perceptions of financial accountability were assessed in terms of deviations from planned expenditures and rates of completion of projects and payments to creditors and salaries paid to employees, as well as the content of audit reports. The role of educational context as a moderator was determined. Chrisantous (2018) found that low student enrollment, delayed funding from

educational supporters, and fee avoidance were the primary causes of secondary school financial difficulties. Strong educational institutions are the result of transparent financial management.

2.3.1 School Budget Development

The process of developing a school budget entails compiling a summary of the school's programs that will be reflected in the anticipated revenue(Macharia, 2019).. It is the duty of the school's administration and governing board to approve all expenditures. When properly implemented, school budget planning can promote transparency and accountability in institutional finances (Macharia, 2019). There are five main criteria that are used to evaluate the process of creating a school budget: statutory mandates, the budget cycle, budget estimates, a budgetary reserve, and forecasting and planning.

2.3.2 School Budget Implementation

Implementing the school budget requires two primary operations based on promises and payments. Regarding the commitment of expenditures, a choice is made to employ a given sum from a particular budgetary line to finance a particular activity. Muthanga (2021) claimed that school committees routinely execute budgets, adhere to the proper authorization of payment, and approve activities as financial management techniques. Implementation of the school budget is evaluated based on budget planning, budget execution, budget monitoring, distributed funding, and utilized funding.

2.3.3 School Fees Collection Strategies

Fee collection tactics are measures that school administrators do to achieve the school's objectives by putting together the sum thought appropriate for school fees charges, such as creating automatic fee payment plans and sending out reminders to

parents (Ondieki, 2017). In addition to paying their children's school tuition, parents and local governments have taken on a larger proportion of capital expenses. As a result, accountability for fees collected must be emphasized along with commitment to fee payment (Nyaga & Owino, 2016). The effectiveness of fee collecting systems is evaluated using four main methods: automated parent reminders, publication of defaulters' names, automatic fee payment plans, user accounts for students, and enrolment contract reviews.

2.3.4 School Factors

School variables refers to visible school characteristics that may influence the school accounts and financial accountability, such as the membership of the school board of directors, the management style of the school principal, and the school's category(Muthanga, 2021). It is clear that institutional elements like the board of administration have an impact on fiscal responsibility and school fund accounting (Awuor, 2017). The makeup of the school board of management, the management style of the school principal, and the school category were used to measure school factors.

2.3.5 Financial Responsibility

School category and the make-up of the school board of directors are two examples of observable school behavior that might have an effect on the school's financial accountability(Ondieki, 2017). Financial transparency in schools allows for the separation of finances for things like boarding costs, medical expenses, and personal emoluments (Macharia, 2019).

2.4 Emperical Review

This section presents an empirical review based on research conducted on the topic of school accounts management and financial accountability in public secondary

schools on a global, regional, and local scale. The methods for creating a school budget, enforcing that budget, and amassing student fees are covered here. Due to mismanagement of school money, many institutions have been forced to close before their allotted closure dates in order to avoid defaulting on enormous debts and employees' wage bill arrears, among other unpaid bills (Mohamed & Omar, 2016).

2.4.1School Budget Development And Financial Accountability

Kpedor (2019) described a budget as a qualitative statement that captures the projected revenues, expenditures, assets, liabilities, and cash-flows of an organization or institution for a certain time period. As a roadmap for the coming year, the budget forecast should be adhered to religiously by all organizations. But sometimes it's fairly tough to follow or reach the goals in the budget due to inadequate planning and variables outside the company. According to the research, a budget serves multiple functions, including providing a focal point for the company, aiding in the coordination of activities, and making it easier to exercise control over the organization.

Macharia (2019) argues that allocating funds in accordance with the budget requires competent budgeting administration. It is the duty of the school's administration and governing board to approve all expenditures. Macharia (2019) observed that there have been numerous issues at schools involving parents who were kept in the dark regarding how much money was spent and who complained of financial mismanagement. Therefore, it is imperative that school administrators perform accurate financial accounting, complete with supporting documentation of all purchases and expenditures. Accounting for school finances is crucial to managing the allotted funds. Macharia (2019) argues that schools shouldn't put undue financial

stress on families by launching expensive projects like the purchase of buses that don't contribute to tangible gains in educational quality.

According to Ondieki's (2017) study, a significant number of public secondary schools in the Marani Sub-County of Kenya faced financial constraints and accumulated debts at the end of each academic term. This situation was seen as a consequence of investigating the various elements that influence the financial management practices inside these educational institutions. Although school principals may possess strong financial management skills, it is often observed that many bursars responsible for handling school funds lack proficiency in financial matters. The studies also expressed concern regarding the delegation of budgeting and financial responsibilities solely to principals in nearly all schools. This practice significantly heightens the potential for misappropriation and embezzlement of school funds, as the headteacher, who is responsible for both budget creation and implementation, also assumes the role of monitoring and evaluation officer. Therefore, the circumstances are established for the principal to exercise their authority in order to modify the financial records of the school.

Chukwu, Ezepue, Igba, and Ngozi (2019) investigated how the process of creating and enforcing a budget affected the management of secondary schools in Nigeria's South-East States. The purpose of this research was to investigate the effect that budget planning and management has on secondary schools in South East Nigeria. The study used a descriptive survey as its research method. The results of the study showed that both the technique and implementation of budgeting for secondary schools benefit the administration of those schools, and that the gender of the school's principals had no bearing on the positive effect.

The study by Munge, Kimani, and Ngugi (2016) on the factors impacting financial management in public secondary schools in the Kenyan county of Nakuru included information on school fund accounts. In particular, it looked at how budget management and financial controls affect financial management. The theories of budgeting, financial management, and agency served as our roadmap for this research. A cross-sectional survey approach was used for the investigation. Participants in the study were principals and treasury secretaries at secondary schools funded by the Kenyan government. All 172 principals and 172 bursars from Nakuru County, Kenya's public secondary schools were included in the sample size. A total of 78 people were chosen at random from the pooled population after a stratified random selection strategy was used. Information was gathered through the use of a standardized questionnaire.

Prior to the main investigation, a pilot study was performed to check the accuracy and precision of the survey instruments. The content validity of the study questionnaire was determined after consulting the university supervisor and using the Cronbach alpha reliability test. The statistical analysis was made easier by using the SPSS program. The data analysis process involved both descriptive and inferential statistics. Data from the studies were tabulated for easy consumption. Managing one's finances effectively is influenced favorably and considerably by budgeting and financial controls, as found by the study(Munge*et al,*2016).

Otieno, Nyakundi, and Mogwambo (2016) found favorable results on school fund management based on their research on the effects of financial reporting practices on the accountability of public secondary schools in Homa-Bay county, Kenya. Specifically, they discovered that bookkeeping practice is used to a moderate magnitude strength, financial disclosure practice is used to a moderate magnitude

strength, and budgetary a control practice is used to a moderate magnitude strength. Public secondary schools in Homa Bay County use the practices to a fair degree, according to the findings; incremental budgeting, accountability based budgeting, and formula budgeting all affect school accountability; the use of interim financial statement projections affects school accountability; the use of management reporting practice affects school accountability; and so on.

2.4.2 School Budget Implementation and Financial Accountability

When schools don't have access to experienced accountants or bursars, they struggle to maintain reliable financial records and reports, spot problems with operations, and even collect the school fees owed by parents, all of which has a negative impact on the school's ability to adhere to its budget (Edmund & Lyamtane, 2018). Muthanga (2021) claimed that school committees routinely execute budgets, adhere to the proper authorization of payment, and approve activities as financial management techniques. The issue, however, lies in the erroneous conclusions drawn from schools' financial records, which paint an inflated picture of their budgetary soundness (Ogbonnaya, Salawu & Ajadi, 2017).

Onduso (2018) investigated the impact of budgets on the financial accountability of manufacturing firms in Nairobi County. The purpose of this research was to examine how budgets affect the financial transparency of manufacturing firms in Nairobi County. All eighteen manufacturing companies traded on the Nairobi Securities Exchange were included in this cross-sectional analysis. According to the results, NSE manufacturers hire a consultant to help with budgeting, and the resulting budgets are effective. Furthermore, the study found that top management is responsible for evaluating the budget variance report, and that budgets have a positive, statistically significant relationship with manufacturers' financial

accountability, as measured by return on assets (ROA). Capacity building, prioritizing robust systems and processes, and close monitoring for assessment are all strategies the report suggests businesses adopt to aid in effective budget execution.

Stakeholder participation in budget execution was also suggested as a means of improving the budget's overall implementation. In addition, financial management systems should be maintained to guarantee responsible handling of funds and sufficient sensitization of both employees and the general public to best financial management practices to improve the oversight function. Furthermore, manufacturing firms must connect their planning with their budgeting in a robust way(Onduso, 2018).

Maronga, Weda, and Kengere (2018) lamented that the Kenyan education system is burdened with financial management risks that compromise the quality of education, despite the fact that large budgetary allocation necessitates the institution of accountable measures to ensure integrity and responsive service delivery in the sector. It's likely that public secondary schools would suffer from embezzlement and misappropriation of finances. In addition, Nyanyuki et al. (2020) reported that parents and students at some schools had begun to voice their dissatisfaction with the MOE's disbursement of funds to secondary schools through programs like the bursary scheme, the free secondary education (FSE), and other infrastructural funding programs.

Mito and Simatwa (2019) identified inadequate budgeting as one of the main factors impeding efficient administration of schools since it can result in overspending or underspending, which can result in the embezzlement and mismanagement of school finances, which in turn affects the financial accountability of impacted schools. The study focused on the difficulties newly appointed principals faced when managing

public secondary schools. Despite the proliferation of programs to subsidize secondary education, many institutions nevertheless struggled under the weight of mounting debt from students and parents who were late on payments. Parents and kids began to suspect that school administration was misusing funds after hearing complaints from vendors.

Otieno, Omollo, and Onyango (2016) conducted research into the role of financial budgeting in the administration of public secondary schools in Uriri Sub-County, Migori County, Kenya. Their findings provided insightful commentary on the proper handling of school bank accounts. A survey was used as the research method. All principals, PTA presidents, and members of the boards of directors (BOM) of the 18 public high schools were included in the analysis. The research used a method of sampling known to be accurate: purposeful sampling. As a result, there were sixteen principals, sixteen PTA chairs, and sixty-four board of directors (BOD) members included in the sample. The results showed that the group's members had trouble working together due to a lack of teamwork and financial literacy, respectively. Members of the BOM were urged to participate in regular financial training and the implementation of budgets.

Junge, Bosire, and Kamau (2021) investigated the impact of financial policies on the accountability of public secondary schools in the municipality of Nakuru. All 22 of the city's public high schools were attacked. The research found that fiscal policies, including budget control and allocation, had a constructive effect on school accountability. Allocating funds and preparing for the coming year's spending were both cited as key components of successful public sector financial management in the study.

Omagwa (2019) contribute to the body of knowledge on the topic of school fund account management with their investigation of the accounting practices and financial accountability of public secondary schools in Makueni County, Kenya. Budgeting, internal controls, and record keeping were the three areas of accounting that were probed. Three theoretical frameworksthe Residue Equity theory, the Institutional theory, and the Contingency theoryserved as the basis for the research. The research used a census-based methodology, and its subjects were the students at 44 public high schools in Makueni County. Purposeful sampling was employed in this study to choose participants. Primary and secondary data were combined for this study, with SPSS 21 being used for descriptive and multiple regression analyses(Omagwa, 2019).

According to the results, public secondary schools in Makueni benefited significantly and favorably from adopting record-keeping, internal control, and budgeting practices. The research indicated that public secondary schools in Makueni County had a good and substantial association between record keeping, internal control, budgeting, and financial accountability based on the findings. The research proposed that it would be beneficial for the management of public secondary schools to provide school principals with training in fundamental accounting, bookkeeping, and financial management. This training would enhance their ability to effectively oversee, supervise, and provide guidance on financial management practices within their institutions. Additionally, it is recommended that bursars be empowered, given opportunities for professional development, and appropriately compensated to ensure they fulfill their responsibilities diligently. Furthermore, involving all stakeholders in the management and accounting of the school's finances and resources is advised (Manei, 2019).

2.4.3Fee Collection Strategies and Financial Accountability

Radzi, Ghani, Siraj, and Afshari (2017) stressed that a secondary school's vision and mission should guide its tuition collection techniques. Members are motivated to enhance the school's financial plan and allocate school resource utilization when they have a clear picture of the school's vision and mission and how those goals will be achieved (Mosha, 2018). Improved policies for tracking school financial resources are needed to ensure proper, adequate, and accountable utilization of scarce available resources budgeted for education, as suggested by Kaguri, Njati, and Thiane (2021) in their work to address the difficulties in financial management in secondary schools. A precise method of recording financial transactions is essential for school bursars to be able to generate financial reports of collected fees and conduct analysis. Receipt books, bank paperwork, and cash books are all examples of the types of financial records that aid in the efficient management of funds and guarantee sustainable development in secondary education supply (Laurie & Nonoyama, 2016).

Nyaga and Owino's (2016) study on the factors influencing financial management practices in public secondary schools, a case study of schools in Embu West Sub-County, Kenya, found that school fund management was effective. This research set out to answer the question. Results indicated that financial management is concerned with the accumulation, centralization, and distribution of funds, including the monitoring of liquidity levels, administration of cash reserves, and management of short-term investments. Avoiding insolvency and decreasing accounts receivable days are both essential components of sound financial management. Because of the diverse funding streams available to schools, including some that make secondary

school tuition-free, a paramaount fee collection plan is unnecessary. Therefore, it is recommended that government finances be handled well and spent appropriately.

Nyanyuki et al. (2020) noted that the majority of public secondary schools in Kisii Central District kept the majority of accounting books that were frequently updated and that financial reports in such schools were generally effective in terms of precision, timeliness, and decision-making. The study also found that the level of financial management in public secondary schools was positively correlated with the extent to which accounting procedures were used.

Incorporating accounting procedures into daytoday operations at a school leads to better management of the institution's funds. Because of this, the accountability of these institutions' finances has greatly enhanced. The survey also found that between 2004/2005 and 2007/2008, the proportion of the Ministry of Education's education budget allocated to secondary education rose from 21.7% to 27.0%. Despite this rise in funding, the report expressed concerns about the transparency and accountability of public secondary schools' fee collection practices (Nyanyuki et al., 2020).

Kahavizakiriza, Walela, and Kukubo (2017) conducted a case study of Lurambi Sub-County to examine the state of financial management in Kenya's public secondary schools. Kakamega County shed light on the topic of managing school budgets. Therefore, it became important to research effective methods of school finance management. The research was conducted in the secondary public schools in Lurambi Sub-county, Kakamega County, which includes the towns of Lurambi and Municipality. Budget planning was handled by principals, H.O.Ds, and bursars; monitoring and control of the school budget was handled by principals and B.O.Gs; and budget approval was mostly handled by B.O.Gs while the government was not contacted on this.

2.4.4 School Factors on the Relationship between School Accounts Management and Financial Accountability

Factors that influence the management and responsibility of secondary schools' financial resources were examined, including the roles of the school board and the principal, as well as the types of schools included in the study. The principals are accountable for maximizing the efficiency and effectiveness of the school's financial management in order to better provide for the needs of the students. According to Simiyu's (2021) research on the factors influencing cash management in public secondary schools, the competency of the board of management (BOM) has a significant impact on the management of cash in these institutions. The research also found that BOM members who have had some sort of training or who have attended school are more likely to be accountable and knowledgeable about their positions in the management of schools. As a result, public secondary schools benefit greatly from having BOMs staffed by knowledgeable or competent individuals, as this leads to increased financial accountability.

Kenya's educational institutions are split into three distinct types: national, extra county (outside of county), and county (within of county) secondary institutions. These educational facilities can be categorized as either day schools, boarding schools, or both. Kisii County is home to primarily day and District schools. In 2017, it was expected that there would be 2.7 million students enrolled in secondary education (KIPPRA, 2017). The report also suggested that the increasing enrollment will lead to a rise in education spending, making it necessary for schools to increase their resource mobilization efforts and make better use of the money they had.

Geteri, Omari, and Nyang'au (2017) conducted a study on the impact of cash management techniques on the accountability of public secondary schools in Kisii

County and concluded that school fund account management was essential. Cash-based budgeting, an Internal Control System, and audits of cash transactions formed the basis of this research into the administration of school accounts. All 306 public secondary schools in Kisii County were surveyed, along with their principals and finance officers. Using a random selection method, we picked 46 different high schools. According to the results, the school has continuity plans that include cash budget systems and processes. It was also discovered that the Ministry audit staff does not routinely audit the schools' finances, despite the fact that schools have a clear organizational structure, reporting structure, and established policies, processes, and guidelines. Cash budgeting, internal control, and auditing were all found to positively affect the financial Accountability of public secondary schools, as was expected from the study.

Onesmo, Ephrahem, and Mwenge's (2021) research on the subject of the effectiveness of school heads' financial management skills in the management of secondary school funds identified key features of effective school financial management. To accomplish its goals, this study relied on secondary data gleaned through a survey of papers and literature materials from online publications and libraries. The research recommends actions like training for school administrators, clerical staff, and clerks. Strategies for enhancing school leaders' financial management abilities include decentralizing financial decision making, having a relevant school mission and vision, and increasing effective monitoring, evaluation, and auditing of financial report.

Nyangia and Orodho's (2021) research on the effects of cost-saving measures on the school fund account in public secondary schools in the Kisumu West District of Kisumu County was conducted using a descriptive survey research design. Ten

principals, sixty teachers, thirty PTA members, and three Ministry of Education officials stationed in the study area made up the sample size of 103, which was drawn using a combination of purposive and stratified sampling methods. The majority of kids from low-income families still pay a lot of money for college, despite these creative efforts. The government of Kenya, acting through the Ministry of Education, is urged to raise the capitation rate and urge schools to enhance their school fund balances.

Awuor (2017) found some intriguing information about school fund account reserves and the methods used by public secondary schools in Rachuonyo South Sub-County, Homabay County, Kenya, to mobilize financial resources. The assessment of internal efficiency involved an examination of various factors, including student retention, repetition rates, and accountability measures. Additionally, the study investigated the nature and effects of resource mobilization strategies, such as user fees, state subsidies, student labor, community funds, NGO funds, income generation activities, and school foundations. The research utilized a descriptive survey methodology. A comprehensive survey was conducted on a total of 72 public schools within the Sub County. However, for the purpose of this study, only 61 schools were included in the analysis. The selection of samples was conducted via a stratified random sampling technique. In addition to implementing an observation program and an interview schedule, a questionnaire specifically designed for school principals was employed to gather data from the institutions involved in the study. A Pearson's correlation coefficient of 0.70 was computed using a test-retest approach, suggesting a reliable instrument. The validation process of the instruments was facilitated by the valuable input provided by professionals in the fields of research, educational planning, and

economics, who are affiliated with the School of Education at the University of Nairobi.

Awuor's (2017) research analyses were performed using both descriptive and inferential statistics. More money was found to increase internal efficiency. This study concluded that on average, a school's financial health improves when it charges and collects higher tuition and fees. The schools' internal efficiency was high because of the high rates of retention and low rates of wastage. Tuition assistance from the government was found to improve internal efficiency by lowering dropout and re-enrollment rates. As a result of the updated classroom infrastructure, students were able to do well on exams. The study suggests that in order to lower tuition costs and decrease educational waste, schools should make better use of the resources they already possess.

Maronga, Weda, and Kengere (2018) conducted a study to confirm that, although a significant number of schools in Sameta Division, Kisii County, comply to financial management standards, the management of school fund accounts is well regulated by the government. The research revealed, nevertheless, that these educational institutions encounter challenges arising from governmental financial regulations. These challenges include protracted procurement procedures, delayed disbursement of funds by the government, inadequate monitoring and evaluation of the schools' financial resources, insufficient training in financial management skills, and ineffective auditing practices within the schools. Consequently, public secondary schools frequently exhibit deficiencies in their financial management capabilities, even in the absence of external events that can be attributed as causes.

2.5 Research Gap

This study examined the development, implementation, and collection of school fees in relation to fiscal accountability. Few studies have been undertaken in relation to the research. Geteri, Omari, and Nyang'au (2017) conducted a study on the effect of cash management practices on the accountability of public secondary schools in Kisii County. They concluded that school fund account management was necessary and recommended further research in other Counties. This study was required to fill the gap by conducting research on school accounts management on public secondary schools in Khwisero Sub County, Kakamega County.

Studies have been conducted on the management of school fund accounts by researchers such as Nyaga and Owino (2016), who analyzed the factors influencing financial management practices in public secondary schools in Embu West Sub-County. The study revealed that Board of Management practices, an internal control system, budget involvement, and the management abilities of the school's principal influence the financial management practices of public secondary schools. This study did not analyze school budget development, school budget implementation or school fees collection strategies, leaving a gap that the current study had to fill. In Kenya, research on school financial accountability has focused on cash management (Geteri, Omari, and Nyang'au, 2017; Awuor, 2017; Nyangia and Orodho, 2021).

Studies conducted on school fund account administration in Kenya (Nyaga & Owino, 2016) did not include a moderator to determine which school parameters were to be integrated as an intervening variable in this study. On the basis of this idea, a study on the school fund account administration and financial accountability of secondary schools in Khwisero Sub County, Kakamega County, was intended to fill the void.

2.6The Conceptual framework

According to Mugenda and Mugenda, (2013) a conceptual framework is a review of the association between the study variables. This study examined the independent, dependent and moderating variables and their operationalization.

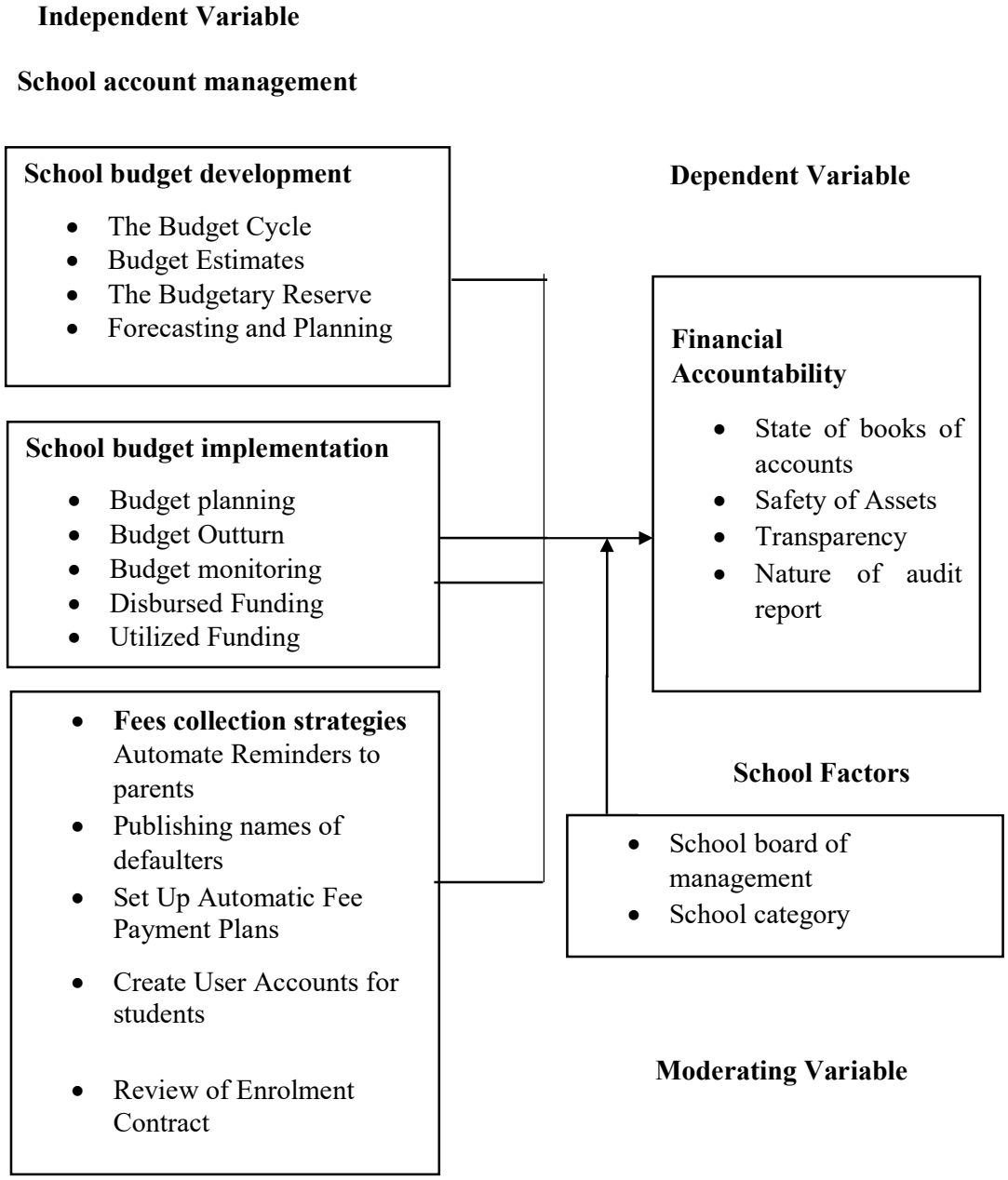


Figure 2.1. Conceptualizing The Relationship between School Account Management and Financial Accountability of Public Secondary Schools

Source: Self conceptualization (2022)

In figure 2.1 the independent variable is school account management while the dependent variable is school financial management. Also a moderating variable is introduced in the conceptual framework which is school factors. The figure

conceptualizes the relationship between school account management and financial accountability of public secondary schools. The relationship is moderated by school factors which include school board of management and school category.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology, research design, target population, sampling design, data collection instruments and data analysis.

3.2 Study Area

This research was conducted in the sub-county of Khwisero, Kakamega County, Kenya, which has a total of 25 public secondary schools; each school was taken into account. Kisa East, Kisa West, Kisa North, and Kisa Central are its four wards.

3.3 Research Design

The research employed a descriptive cross-sectional design. Research design is the course of action a researcher must take in order to address a problem. This is due to the fact that a descriptive survey design focuses primarily on a single moment in time. According to Orodho and Kombo (2017), descriptive study design involves observing and expressing a subject's personality without affecting it. Using a descriptive cross-sectional study approach, the researcher has no control over the variables and must investigate them as they are. A descriptive study includes numerous sorts of surveys and fact-finding inquiries (Kothari, 2014). Descriptive research is a portrayal of the situation as it currently exists without altering its essence. Descriptive research is a strategy for collecting data by speaking with or administering a poll to the studied group. According to Mugenda & Mugenda (2013), in a descriptive study approach, the researcher describes a simpler problem statement. This approach proved appropriate for examining the impact of school fund

accounts management and financial accountability in Kenya's Khwisero sub county public secondary schools.

3.4 Population of the Study

The population being estimated is the focus of the study. It's a measure of learning (Cooper & Schindler, 2011). The 25 public secondary institutions in Khwisero Sub County served as the study population for this test. Each school has a bursar and a principal, making for a total of 2 stakeholders in the management of school funds. The county schools auditor was also involved.

3.5 Sampling Design

A sample frame is a list that identifies the target population. Kothari, (2014). Testing's central idea is that it's possible to draw conclusions about the full population based on information obtained from a subset of that population. A sample outline is a representation of the target population that includes a list of the many parts that make up the target population. Cooper and Schindler, (2011). Due to their low abundance, all of the variables of interest in this study were collected via a census.

Table 3. 1: Target population and sample size

Stakeholders	Target population	Sample size (Census survey)
School Principal	25	25
School Bursar/Accounts clerk	25	25
Total	**50**	**50**

Source: Khwisero Sub County Education Office (2022)

3.5.1 Sampling Techniques

Sampling technique refers to the scientific or methodical process of selecting study participants (Kothari, 2014). The phrase "examining" refers to the methodical

selection of a fixed sample size from a fictitious "population" of research elements. The goals of this project are to accelerate data collection while decreasing its overall cost and increasing access to the study population. The census survey method was used for this analysis. According to the study's sample frame, the intended population was 51, making it feasible to conduct the research using a census in which all the necessary data points could be collected.

3.6 Data Collection Instruments

The questionnaire was used to obtain primary data. Utilizing data collecting instruments, essential data from a predetermined sample size is gathered. According to Mugenda & Mugenda (2013), polls provide a detailed response to complicated situations. Surveys provide relative goal information, making them the best in this regard. The survey included organized open-ended and closed-ended questions as well as Likert scale statements tables (Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree). With the assistance of study assistants, the researcher himself administered the questionnaires. After scheduling an appointment, the researcher distributed questionnaires to responders who filled them out.

3.6.1 Pilot Test

Prior to starting the actual data collection, piloting enables the testing of the questionnaires. The pilot's results conducted in public schools in Busia county were incorporated into the final findings. The pilot testing focused on two aspects of the effectiveness and efficiency of data gathering technologies in future data processing and analysis: data validity and data dependability.

3.6.2 Data Validity

According to Mugenda & Mugenda (2013), validity is the accuracy of derivations based on the research findings. The elements are portrayed in conjunction with what the information analysis actually reveals about the examination. Similarly, legitimacy may refer to the extent to which hypotheses and evidence support the explanation of the results obtained through the use of tests. In the Validity examination, the researcher selected a pilot group of three public secondary schools, and from each of the three public secondary schools, the researcher picked four respondents. Factor analysis was used to test validity.Those with factor loading less than 0.4 were dropped.

3.6.3 Data Reliability

Reliability is defined as the potential of a research instrument to produce comparable results when used in comparable situations across time. A research tool is therefore considered reliable if and only if repeated use yields comparable results (Mugenda & Mugenda, 2013). In this examination, the instrument's consistency was evaluated by measuring its dependability. Managing dependability, it included use of "Cronbach's Alpha" done by SPSS Software version 23.

3.7 Data Collection Procedures

A visit was made to the 50 respondents comprised of school principals, bursars, and the county schools auditor from the 25 public secondary schools in the sub-county of Khwisero, Kenya. The research instruments were administered to respondents at their respective enterprise locations, which facilitated the collection of primary data. According to the size of the study's sample, questionnaires were distributed to all 50 of the intended respondents. The responders were given sufficient time (1 week) to provide thoughtful responses to the questions. A positive rapport was built with the

responders by assuring the secrecy and anonymity of the information provided. The purpose of the follow-up was to remind respondents to complete the surveys and to ensure that the study receives an adequate response rate.

3.8 Data Analysis

Maronga, Weda, and Kengere (2018) conducted a study to confirm that, although a significant number of schools in Sameta Division, Kisii County, comply to financial management standards, the management of school fund accounts is well regulated by the government. The research revealed, nevertheless, that these educational institutions encounter challenges arising from governmental financial regulations. These challenges include protracted procurement procedures, delayed disbursement of funds by the government, inadequate monitoring and evaluation of the schools' financial resources, insufficient training in financial management skills, and ineffective auditing practices within the schools. Consequently, public secondary schools frequently exhibit deficiencies in their financial management capabilities, even in the absence of external events that can be attributed as causes.

The regression model of the study applied is as shown below;

Econometric equation.

Without a moderator

$$Y= \alpha + \beta_1X_1+\beta_2X_2+ \beta_3X_3+ \varepsilon$$

With school factors as a moderator

$$Y= \alpha + \beta_1X_1X_4+\beta_2X_2X_4+ \beta_3X_3X_4+\varepsilon$$

Where, Y = Financial Accountability

α = Constant

β1… β4 = the slope representing a degree of change in an independent variable by one unit of each independent variable.

X_1= School budget developmentX_2= School budget implementation

X_3= Fee collection strategiesX_4= School factors

ε = error term

3.8.1 Diagnostic Test

3.8.1.1Test of Linearity describes the relationship between the change in the independent and the dependent variables. link coefficients were used to assess this, and the findings should indicate that there is a significant link between the independent and dependent variables.

3.8.1.2Normalityis the presumption that the distribution of scores on a continuous variable is normal around the mean. The normality test is conducted to see whether the data follows a normal distribution. This was assessed by examining histograms beside a normal curve. The results presented in Appendix IV display histograms with bell-shaped normal curves, suggesting that the data was nearly normally distributed and so satisfied this condition.

3.8.1.3Multicollinearity determines whether there is a strong correlation between two or more conceptually independent variables. This gives rise to challenges in comprehending the specific independent variable that contributes to the explained variance in the dependent variable, together with technical complexities involved in the computation of a multiple regression model. The presence of multicollinearity was assessed by examining correlation coefficients. Specifically, a matrix of Pearson's bivariate correlations was computed for all independent variables, and it was determined that the correlation coefficients should not exceed 0.9 in magnitude.

Therefore, when the bivariate correlation values calculated using Pearson's correlation coefficient exceed 0.9, it suggests the presence of multicollinearity.

3.9 Operationalisation of Variables

Table 3. 2: Operationalisation of Variables

Variable	Nameof Variable	Operationalization	Measurement
Dependent Variable	Financial Accountability	• State of books of accounts • Safety of Assets • Transparency • Nature of audit report	5 point likert scale
Independent Variable	School budget development	• The Budget Cycle • Budget Estimates • The Budgetary Reserve • Forecasting and Planning	5 point likert scale
	School budget implementation	• Budget planning • Budget Outturn • Budget monitoring • Disbursed Funding • Utilized Funding	5 point likert scale
	Fees collection strategies	• Automate Reminders to parents • Publishing names of defaulters • Set Up Automatic Fee Payment Plans • Create User Accounts for students Review of Enrolment Contract	5 point likert scale
Moderating Variable	School Factors	• School board of management • School category	5 point likert scale

Source, Author (2022)

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

This chapter presented outcome of the study. The results of the data analysis are presented in accordance with the study objectives. The data were analyzed with both descriptive and inferential statistics using the Social Science Statistical Package (SPSS) version 25. Descriptive statistics were used, like frequency, percentage, mean, and default differentiation. The study tested four hypotheses using several regressions and correlations between study variables. The study ascertained Cronbach's Alpha of coefficient and the results revealed an Alpha of 0.7013 for all the items implying that the study instruments were reliable since the value of Alpha was way above the recommended 0.7 in social sciences.

4.1 Response rate

The analysis unit included 25 school principals and 25 school bursars/accounts clerks who were selected for this study. The respondents received a total of 50 questionnaires out of which all were returned, hence 100% response rate. The high response rate was attributed to data collection procedures in which the investigator informed the potential participant in advance of the intended research and made follow ups being familiar with the study area.

4.2 Reliability and Validity Tests

Table 4.1: Summary of Reliability analysis

Variable	Measures	Cronbach's Alpha	No. of items
School budget development	• Legal Requirements • The Budget Cycle • Budget Estimates • The Budgetary Reserve • Forecasting and Planning	.721	9
School budget implementation	• Budget planning • Budget Outturn • Budget monitoring • Disbursed Funding • Utilized Funding	.733	7
Fee collection strategies	• Automate Reminders to parents • Publishing names of defaulters • Set Up Automatic Fee Payment Plans • Create User Accounts for students Review of Enrolment Contract	.751	6
School factors	School board of management School principal management style School category	.743	9
Financial Accountability	• State of books of accounts • Safety of Assets • Transparency • Nature of audit report	.873	7
All the constructs combined		**0.7642**	**38**

Source (Field Data, 2022)

Reliability was ascertained with the coefficient test Alpha of Cronbach. Cronbach alpha coefficient of 0.7 is acceptable(George & Mallery, 2020), a good indication of sufficient reliability. Cronbach's school budget development was 0.721 alpha, school

budget implementation was 0.733, fee collection strategies 0.751, school factors was 0.743, and financial accountability was 0.873. For all the constructs used in this study, the reliability coefficient was 0.7642, which exceeded the 0.70 lowest acceptance and was therefore reliable and acceptable.

Table 4.2: Validity Test

		KMO and Bartlett's Test
		Final test (n=50)
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.825
Bartlett's Test of Sphericity	Approx. Chi-Square	557.771
	Df	10
	Sig.	.000
Factor loading		**Component**
School budget development		.815
School budget implementation		.855
Fee collection strategies		.805
Financial Performance		.825

Source: Researcher, (2023)

The Kaiser-Meyer-Olkin (KMO) statistic is a measure of sample adequacy that assesses the suitability of utilizing factor analysis. A Kaiser-Meyer-Olkin value within the range of 0.5 to 1.0 is indicative of the suitability of factor analysis. The Kaiser-Meyer-Olkin (KMO) rating of 0.825 indicates the suitability of the research for analysis. Additionally, the Bartlett's Test of Sphericity yielded a test statistic of 557.771, with a corresponding p-value of 0.000. This result indicates that there is a significant correlation between the dependent and independent variables in the study. All factor loadings exceeded the threshold of 0.4, with the School budget development factor loading at 0.815, the School budget implementation factor loading at 0.855, and the fee collection tactics factor loading at 0.805. Consequently, all questions were retained for further analysis.

The validity of the study was assessed by doing the Kaiser-Meyer-Olkin (KMO) test. According to Koonce and Kelly (2014), interpretive descriptors for the KMO Measure of Sampling Adequacy should be considered acceptable if they are above 0.50, whereas values of 0.49 and below are generally regarded as unsatisfactory. The Kaiser-Meyer-Olkin Measure of Sampling, with a value of 0.825, was determined to be appropriate. Participants whose factor loading was less than 0.4 were excluded from the analysis.

4.3 Demographic Profile of Respondents

The basic information of the respondents was considered necessary because their background depends heavily on their ability to give adequate information on the study variables thus school budget development, school budget implementation, fee collection strategies, school factors and financial accountability. The background information of the respondents has been presented below in the following categories: gender, age, and level of education.

Table 4.3: General information of Respondents

Bio Data	**Principals**		**Bursars/ Accounts Clerk**	
Gender	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Male	14	56	12	48
Female	11	44	13	52
Total	25	100	25	100
Age	**Frequency**	**Percentage**	**Frequency**	**Percentage**
25-35years	3	12	9	36
36-45 years	2	8	7	28
46 years and above	20	80	9	36
Total	25	100	25	100
Level of education	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Post graduate	5	20	0	0
Graduate	17	68	5	20
Diploma	3	12	6	24
CPA Part 3	0	0	1	4
CPA Part 2	0	0	5	20
CPA Part 1	0	0	4	16

Both CPA and academic	0	0	4	16
Total	25	100	25	100
Working Experience	**Frequency**	**Percentage**	**Frequency**	**Percentage**
0-5 years	4	16	4	16
6-10 years	0	0	9	36
11-15 years	1	4	5	20
Above 15 years	20	80	7	28
Total	25	100	25	100

Source (Field Data, 2022)

The study found out the gender, age, level of education and working experience of school bursars/ accounts clerk and school principals of schools in Khwisero Sub County, Kakamega County Kenya. There exists 25 public secondary schools for the region.

On the basis of gender for school principals category, 56% were male as 44% female, for school bursars category 48% were male as 52% were female. This indicates gender equality however for bursars/ accounts clerk seems female are preferred than male for school accounts management and financial accountability. The level of trust for lady accountants was based on the previous cases of financial inefficiencies realized on past audit reports among schools led by male accountants.

On the basis of age for school principals category 80% were above 46 years of age, 25-35 years were 12% as 36-45 years were 8%, for school bursars category for 25-35 and above 46 years had 36% each as 36-45 years had 28%. This shows that the schools had all years spread with a working age that is capable of facilitating School Accounts Management and Financial Accountability**.**

On the basis of level of education for school principals category 68% were graduates, 20% post graduate as 12% were diploma holders, for school bursars category 20% were graduates, 24% diploma, 16% had both professional(Certified Public Accountant, CPA) and academic merits (Post graduate, graduate and

Diploma). CPA Part I were 4%, CPA Part II were 20% and CPA Part III were 16%. Generally school principals had highest academic merits while school bursars had the highest professional merits which was vital for School Accounts Management and Financial Accountability.

On the basis of working experience for school principals category 80% were of 15 years and above experience, 0-5 years were 16% and 4% were 11-15 years, for school bursars category those above 15 years were 28%, 28% 11-15 years, 0-5 years 16% as 36% were of 6-10 years experience. Generally school principals had the highest experience than school bursars which could have a significant impact on school fund account management and financial accountability especially on lesser experience for bursars.

4.4 Descriptive analysis of School Accounts Management

Descriptive analysis included an assessment of the school budget development, school budget implementation, fees collection strategies, school factors and financial accountability. Mean, standard deviation and skewness were the measures employed. Mean is a measure of the key tendency in a set of values to describe the most common value. Standard medium error is a reliability measure of the results of the study. The standard difference in population is equal to the square root of the sample size. The standard deviation shows the distance between the distribution and mean. A small standard error implies that most samples are near the center population means; the mean sample therefore has a good chance of closer to the mean population and a good population estimator(Mugenda & Mugenda, 2013).

Variation coefficient (CV) has been used as a standardized dispersion measure. As a ratio between the standard deviation and the mean, CV examines the relative standard variation between uneven dispersion and measurement data sets. It is useful

to compare the degree of difference between data series, though the means differ considerably. A large standard error, on the other hand, shows that the given mean sample is a poor estimator of average population. Skewness is a symmetry measure, or rather the absence of symmetry. If it looks the same left and right of the center point, a distribution or data set is symmetrical.

4.4.1 School Budget Development and Financial Accountability

The first objective of the study was to determine the influence of school budget development on financial accountability of public secondary schools in Khwisero sub county. School budget developmentwas operationalized along the following dimensions: Legal requirement, Budget cycle, Budget estimates, Budgetary reserve, Forecasting and Planning.

Table 4.4: Distribution of the response across School Budget Development

	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Std. Error	Statistic
My school observes legal requirements on preparation of its budget on time	1.00	4.00	1.5800	.11461	.81039
In our school, departments submits their budget needs for approval on time	1.00	5.00	2.2800	.20211	1.42914
Our school confines its budget estimates on fee circulars presented to us	1.00	4.00	1.7400	.10995	.77749
Our school adheres to standard guidelines in setting aside funds for budgetary reserve purposes	1.00	5.00	2.7200	.16913	1.19591
Our school board has developed a comprehensive strategic plan	1.00	5.00	2.1200	.16323	1.15423
My school ensures there is surplus budget to avoid difficulties in operation	1.00	5.00	2.5000	.20051	1.41782
Our school board and auditors cross examine the set budget budget against the required standard guidelines	1.00	5.00	1.8600	.14849	1.04998
My board composition is a blend of professionals which have technical skills on budget making	1.00	5.00	1.9200	.15344	1.08496

Our school prepares its budget based on the number of students at the school	1.00	5.00	2.2200	.18799	1.32926

Source (Field Data, 2022)

The findings in Table 4.4. revealed that the 50 school stakeholders surveyed showed that their school observes legal requirements on preparation of its budget on time (mean score=1.58, SE=.011); The school departments submits their budget needs for approval on time (mean score=2.28, SE=.20), the school confines its budget estimates on fee circulars presented to them(mean score=1.74, SE=.011), the school adheres to standard guidelines in setting aside funds for budgetary reserves(mean score=2.72, SE=.017).

The school board has developed a comprehensive strategic plan (mean score=2.12, SE=.016), the schools ensured that there was surplus budget to avoid difficulties in operation (mean score=2.5, SE=.20), the school board and auditors cross examine the set budget against the required standard guidelines (mean score=1.86, SE=.015), board composition is a blend of professionals which have technical skills on budget making (mean score=1.926, SE=.015), school prepares its budget based on the number of students at the school (mean score=2.22, SE=.19).

The study found out that, from the standard deviation, the average school budget development is positive in relation to mean, an indication that the constructs are relatively asymmetrical thus a reliable measure of central tendency. The results imply that the school principals and school bursars surveyed agree that school budget development affects their financial accountability. A cross analysis established that budget grew upon involvement of NEMIS (national education management information system) as capitation increased due to government funding.

The NEMIS technology has made school accounts management in public secondary schools better. Students are given (UPI) Unique Personal Identification number to guide capitation. This has highly enabled budget development. This is further seen in the audit report that further gave unqualified opinion to show a fair view. It is evident in response seven and eight that staff budget professionalism has made the school to gain positive audit reports.

The study findings on school board composition professionalism and budgeting skills relates closely with findings of Chukwu, Ezepue, Igba and Ngozi (2019) who found that board members had budgetary skills hence easily handled financial issues in schools with necessary attention needed. However it was contrary to Kpedor (2019) who found the board had members lacked requisite skills on budgeting.

The findings agrees with Macharia (2019) that legal budgetary requirements compliance, school adhering to standard guidelines in setting budgetary reserve, existence of surplus budget and budget timely submissions was complied on and had a positive impact on financial management. However the study was contrary to Kpedor (2019) who found the compliance of budgetary requirements a tall order as budgets were set without giving attention on budgeting requirements.

The study findings were similar to Chukwu, Ezepue, Igba and Ngozi (2019) who found that they confined budget on fee circulars as well as setting school budget on basis of student ratio. This is contrary to Ondieki (2017) who found that schools were straining on basis of fee circular restrictions. The contradiction is based on possibility of the study having been done in a different location, Mariani sub county which has different dynamics.

Table 4.5: Average Size of Annual School Budget

	Frequency	Percent	Valid Percent	Cumulative Percent
0	14	27.5	28.0	28.0
Ksh 10,000,000 and above	11	21.6	22.0	50.0
Ksh 10,000,000 to Ksh 20,000,000	7	13.7	14.0	64.0
Ksh 20,000,000 and above	18	35.3	36.0	100.0
Total	50	98.0	100.0	

	N	Minimum	Maximum	Mean		Std.
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
What is the average size of your annual school budget	50	.00	3.00	1.5800	.17633	1.24687
Valid N (listwise)	50					

Source (Field Data, 2022)

Further results from the school principals shows that the average size of school budget was as follows: Therefore budget given for development was less adequate for school development by a mean of 1.58 which indicated most schools received low funding. This is foressen through stalled projects, inadequate infrastructure and unmaintained facilities.

These findings are similar to Otieno, Nyakundi and Mogwambo (2016) who found a school budget that is shrinked affects infrastructural development in an institution.A cross examination showed that the size of budget determined the number of surbordate staffs, furthermore school fees impacted negatively on staff remuneration rate and project completion drags as funds are limited. The results is further supported by Munge, Kimani and Ngugi (2016) who see poor budget as a factor contributing to underdevelopment in schools. The agreement is based on consistency of public secondary schools investigations.

4.4.2 School Budget Implementation and Financial Accountability

The second objective of the study was to assess the effect of school budget implementation on financial accountability of public secondary schools in Khwisero sub county. School budget implementation was operationalized along the following dimensions: Budget planning, Budget Outturn, Budget monitoring, Disbursed Funding and Utilized Funding. The declarations were anchored on a Likert five-point scale. In order to indicate how much they agreed with the statements, the respondents were asked. Table 4.6 presents the conclusions of the school budget implementation.

Table 4.6: Distribution of the response across the School Budget Implementation

	Minimum	Maximum	Mean		Std.
	Statistic	Statistic	Statistic	Std. Error	Statistic
The school board adheres to critical areas of need on budget execution	1.00	5.00	1.7600	.13868	.98063
My school board has insitituted checks and balances on monitoring budget implementation	1.00	5.00	2.1000	.17202	1.21638
Regular financial application reports are prepared in monitoring budget implementation	1.00	5.00	2.0600	.13525	.95640
Funds for FDSE program are always disbursed on time.	1.00	5.00	3.0000	.17613	1.24540
Our school a on teaching and learning bsorption rate on teaching and learning as well as development of projects funds is usually very high	1.00	5.00	2.0200	.16286	1.15157
Disbursement of FDSE funds is usually done in fraction which affect our school budget implementation	1.00	5.00	1.6800	.12269	.86756
My school is constraint on its budget implementation due to inadequate funding	1.00	5.00	1.8400	.14388	1.01740

Source (Field Data, 2022)

The results in Table 4.6. revealed that the 50respondents surveyed showed that the school board adheres to critical areas of need on budget execution(mean score=1.70, SE=.014); the school board has insitituted checks and balances on monitoring budget implementation (mean score=2.1, SE=.017), Regular financial application reports are prepared in monitoring budget implementation (mean score=2.06, SE=.13).

Funds for FDSE program are always disbursed on time (mean score=3.0, SE=.017), the schools absorption rateon teaching and learning materials as well as development of projects funds is usually very high (mean score=2.02, SE=.16), disbursement of FDSE funds is usually done in fraction which affect our school budget implementation (mean score=1.68, SE=.123),(mean score=1.84, SE=.14), the school is constraint on its budget implementation due to inadequate funding.

Based on the nature of the schools, school budget implementation may be discussed the standard deviation of constructs were positive and close to mean value, indicating that they were therefore relative asymmetrical, which represents a reliable measure of central tendency.The study supports the notion that school boards focus on critical budget areas and monitor financial balances, as suggested by Muthanga (2021). However, Edmund & Lyamtane (2018) present a contrasting viewpoint, arguing that the presence of unprofessional accountants or inexperienced bursars can pose challenges for schools in accurately preparing and compiling accounting records and reports, identifying operational errors, and collecting school fees from parents. These difficulties ultimately impact the implementation of the school budget.

This disagreement is attributed to differences in study area thus Nairobi county for previous study and Khwisero for current study. On timely distribursement of FDSE funds Maronga, Weda and Kengere (2018) agrees with the findings that fundings

were untimely and came in bits which could not sustain budget processes. The agreement is based on nature of consistency of public secondary schools in Kenya.

4.4.3 Fee collection strategies and Financial Accountability

The third objective of the study was to assess the contribution of school fee collection strategy on financial accountability of public secondary schools in Khwisero sub county.Fee collection strategy was operationalized along the following dimensions: Automate reminders to parents, publishing names of defaulters, set up automatic fee payment plans and create user accounts for studentsand review of enrolment contract. The declarations were anchored on a Likert five-point scale in order to indicate how much they agreed with the statements the respondents were asked. Table 4.7 presents the conclusions of fee collection strategy.

Table 4.7: Distribution of the response across the Fee Collection Strategies

	Minimum	Maximum	Mean		Std.
	Statistic	Statistic	Statistic	Std. Er	Statistic
My school allows payment of school fees in kind form such as foodstuffs, livestock, firewood, building materials	1.00	5.00	1.4400	.12506	.88433
The NG-CDF significantly pays school fees for students helping in reduction of fees arrears	1.00	5.00	1.8000	.13702	.96890
The county bursary fund significantly pays school fees for the students helping in the execution of school operations	1.00	5.00	2.6800	.20292	1.43484
Other stakeholders such as natives within the school establishment at times support the school by paying fees for the needy students	1.00	5.00	2.7200	.17389	1.22957
School alumni and other groups contribute towards particular school projects	1.00	5.00	3.2000	.17613	1.24540
Our school has put in place automated fee payment plan schedules on termly basis	1.00	5.00	2.9200	.20372	1.44052

Source (Field Data, 2022)

The findings in Table 4.7. revealed that schools allow payment of school fees in kind form such as foodstuffs, livestock, firewood, building materials (mean score=1.44, SE=.13); NG-CDF significantly pays school fees for students helping in reduction of fees arrears (mean score=1.8, SE=.14), The county bursary fund significantly paid school fees for the students helping in the execution of school operations (mean score=2.68, SE=.21), Other stakeholders such as natives within the school establishment at times support the school by paying fees for the needy students (mean score=2.72, SE=.17), School alumni and other groups contribute towards particular school projects (mean score=3.2, SE=.18), the school had put in place automated fee payment plan schedules on termly basis (mean score=2.92, SE=.21). The study discovered that the standard deviation are very close to zero, indicating that the constructs are fairly symmetrical. A cross analysis established that the fee collection was poor since the capitation from the government is released in fractions for instance ksh 4, 656 per child for each instalment and this has affected financial accountability processes (MoE, 2021).

Payment of fees in kind form affected collection of fees on cash basis derailing development projects. This was in agreement withNyaga and Owino (2016) and this agreement is further approved by nature of research being on respondents of same nature, public secondary schools of Kisumu and Khwisero, though Kahavizakiriza, Walela and Kukubo (2017) disagreed noting it salvaged budgets as those duties done would be allocated funds too. The disagreement is based on the fact that the past study focused on cost saving approaches for schools hence difference in variables The issue of well wisher funding delayed budget and expenditure as NG-CDF funds, county bursaries, alumni support could not come in on time.

4.4.4 School Factors, School Accounts Management and Financial Accountability

The results were as presented in Table 4.8.

Table 4.8: Distribution of the response across the School Factors

	Minimum	Maximum	Mean		Std.
	Statistic	Statistic	Statistic	Std. Error	Statistic
The composition of my school board gives them the leverage to oversight funds management in school	1.00	5.00	1.9400	.14402	1.01840
My school board is keen on following up significant budget variances and takes up appropriate corrective measures where necessary	1.00	5.00	2.1200	.14467	1.02300
My school board emphasizes on transparency and accountability in the management of school finances	1.00	5.00	2.1600	.19869	1.40495
In my school we observe the necessary financial requirements in the management of school funds such as the Public Procurement and asset Disposal Act 2017	1.00	5.00	2.3400	.19714	1.39401
Physical discipline is exhibited by my school board of management on the management of school funds	1.00	5.00	2.4200	.18972	1.34149
My school board of management ensures that necessary actions are taken whenever issue of financial impropriety and otherwise are identified amongst the teaching and the non teaching staffs	1.00	5.00	2.0800	.13950	.98644
My school category disadvantages our school on fees collection	1.00	5.00	1.9200	.16122	1.14000
My school is constraint on meeting operational needs due to the school category	1.00	5.00	2.0400	.14557	1.02936
The school category disadvantages my school in terms of the enrolment rate	1.00	4.00	1.7800	.09600	.67883

Source (Field Data, 2022)

The findings in Table 4.8 revealed that the composition of the school board gives them the leverage to oversight funds management in school (mean score=1.94, SE=.144); the school board emphasizes on transparency and accountability in the management of school finances (mean score=2.12, SE=.14), the school board emphasizes on transparency and accountability in the management of school finances (mean score=2.16, SE=.20), the schools observe the necessary financial requirements in the management of school funds such as the Public Procurement and asset Disposal Act 2017(mean score=2.34, SE=.24), the physical discipline is exhibited by my school board of management on the management of school funds (mean score=2.42, SE=.95).

The school board of management ensures that necessary actions are taken whenever issues of financial impropriety and otherwise are identified amongst the teaching and the non teaching staffs (mean score=2.08, SE=.15), the school category disadvantages our school on fees collection (mean score=1.92, SE=.17), the school category disadvantages my school in terms of the enrolment rate (mean score=2.04, SE=.16), school is constraint on meeting operational needs due to the school category (mean score=1.78, SE=.97) and the school is constraint on meeting operational needs due to the school category. The study discovered that the standard deviation of the school factors from constructs was positive and close to mean, indicating that the constructs are fairly symmetrical.

The school board factor on oversight, budget monitoring, transparency quest,board physical discipline and taking actions on financial impropriety was significant on financial accountability. This was agreed bySimiyu (2021) who found out that the competence of the board of governors (BOG) greatly influences the management of cash in public secondary schools being supported by similarity in nature of research

and respondents, though Geteri, Omari and Nyang'au (2017) finds school board un-necessary as it was attributed to misappropriation of funds. The controversy was attributed to geographical region difference Kisii and Khwisero. The school category affected enrolment rate and determined fee charged making some schools at lower cadre to have shrinked budgets, further accountability of funds in bigger schools was a challenge.

4.4.5 Financial Accountability

The part handled the dependent variable thusFinancial Accountability of public secondary schools in Khwisero Sub County, Kakamega County, Kenya.The findings of Financial Accountability are presented in the following Table 4.9.

Table 4.9: Distribution of the response across the Financial Accountability

	Mini	Maxi	Mean		Std.
	Stat	Statist	Static	Std. Er	Statistic
The State of books of accountsis affected by the proportion of fees collection	1.00	4.00	1.6800	.11227	.79385
Safety of Assetsis affected by fees collection strategies instituted by the school management	1.00	5.00	2.2600	.18252	1.29063
Transparency shows the budget variance in some cases may be attributed to poor school budget development	1.00	5.00	2.8400	.17228	1.21823
Project completion rate in my school relies on transparency levels for funds disbursed	1.00	5.00	1.9600	.14835	1.04900
Nature of audit report is determined by the financial framework of my school	1.00	5.00	2.0800	.18259	1.29110
The nature of audit opinion expressed on the schools financial accountability	1.00	5.00	1.9600	.12765	.90260
The creditors level in my school is an indicator of liquidity position of my school	1.00	5.00	2.0600	.15756	1.11410

Source (Field Data, 2022)

The findings in Table 4.10. revealed that Financial Accountabilityfunctionality in public secondary schools in Khwisero Sub County Kakamega County, Kenya was fairly good. In addition, the results of all the 50stakeholders surveyed showed that the state of books of accountsis affected by the proportion of fees collection (mean score=1.68, SE=0.11); The safety of assetsis affected by fees collection strategies instituted by the school management (mean score=2.26, SE=.18);Transparency shows the budget variance in some cases may be attributed to poor school budget development (mean score=2.84, SE=.17).

Project completion rate in my school relies on transparency levels for funds disbursed(mean score=1.96, SE=0.15), the nature of audit report is determined by the financial framework of my school (mean score=2.08, SE=.18). The nature of audit opinion expressed on the schools financial accountability (mean score=1.96, SE=.13). The creditors level in my school is an indicator of liquidity position of my school (mean score=2.06, SE=.16). T

he study discovered that the average score of the financial accountability was negative as constructs werenote close to zero. A cross examination showed that the size of budget determined the number of surbordinate staffs, furthermore school fees arrearscollection impacted negatively on staff remuneration and project completion drags as funds are limited. Alternative means of fee collection negatively affect financial accountability as it leads to higher budget variance.

Table 4.10: A cross matrix analysis of Variables

Elements	Implication	Implication support
School budget development	School board compliance to rules, constraint budget	This means schools are unable to facilitate infrastrural development, this is further seen on implementation showing untimely funding from government
School budget implementation	Budget monitoring, timely and full remittance of funds from government	Inneficiencies in variance detection and remittance of funds on portions makes budget implementation a problem, meaning schools are straining financially.
Fees collection strategies	Restrained circular on fees, Payments in kind for fee Delaid support NG-CDF, county bursaries and alumni funding	Restrained fee circular means lack of expansion on budgets, well wishers funding is not easy to push.
School factors	School board budget monitoring and oversight	The board dermines financial accountability and poor oversight and monitoring affects performance

Source (Field Data, 2022)

A cross matrix analysis on school budget development, school budget implementation, fees collection strategies and school factors was realized. School budget development based on school board compliance to rules and constraint budget, School budget implementation was on budget monitoring, timely and full remittance of funds from government, school fees collection on restrained circular on fees, payments in kind for fee as school factors was on delaid support from NG-CDF, county bursaries and alumni funding.

4.5 Inferential statistics

4.5.1 Assumptions of Multiple Regression Analysis Models

Prior to conducting inferential statistics, categorical data obtained using a Likert scale of measurement was converted into continuous data to facilitate regression analysis. Furthermore, the necessary assumptions for conducting multiple regression analysis were examined and satisfied.

The first step in conducting a normality test is to verify that the data follows a normal distribution. This can be accomplished by examining histograms alongside a normal curve. The results, as presented in Appendix IV, demonstrate histograms displaying bell-shaped normal curves, suggesting that the data exhibited approaching normal distribution and so satisfied this condition.

Additionally, the concept of linearity testing pertains to the extent to which alterations in the dependent variable are associated with variations in the independent variable. The statistical analysis employed correlation coefficients to assess the relationship between the independent variables and the dependent variable. The findings of the correlation analysis, presented in table 4.10, indicate a significant correlation between the independent variables and the dependent variable.

Thirdly, the presence of multicollinearity is assessed to determine if there is a high correlation between two or more independent variables that have been hypothesized. This phenomenon gives rise to challenges in comprehending the specific independent variable that influences the explained variability in the dependent variable, together with technical difficulties encountered in the computation of a multiple regression model. The validity of this assumption was evaluated by the implementation of correlation analysis.

Table 4.11: Pearsons Correlations Analysis

		SBD	SBI			
SBD: School budget development	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	50				
SBI: School budget implementation	Pearson Correlation	.447**	1			
	Sig. (2-tailed)	.000				
	N	50	50			
FCS: Fee collection strategies	Pearson Correlation	.347*	.553**	1		
	Sig. (2-tailed)	.031	.000			
	N	50	50	50		
SF: School factors	Pearson Correlation	.490**	.573**	.627**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	50	50	50	50	
FP: Financial accountability	Pearson Correlation	.890**	. 842**	. 710**	.893**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	50	50	50	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Source (Field Data, 2022)

The results presented in Table 4.11 above indicate that the dependent and independent variables have statistically significant associations. Scholars argue that the presence of multicollinearity may be determined by examining the correlation coefficient (r). When the correlation coefficient (r) approaches 1 or -1, it indicates the presence of multicollinearity. Conversely, if the correlation coefficient (r) does not exceed 0.9, multicollinearity is considered absent. Therefore, by assessing the correlation coefficient, the assumption of multicollinearity was examined and found to be satisfied. The coefficient for school budget creation was 0.890, while the coefficient for school budget implementation was 0.842. The coefficients for fee collection tactics were 0.710 and 0.893 for school factors.

Table 4.22: Simple Linear Regression analysis for School Budget Development and Financial Accountability

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.890[a]	.827	.788	.36557

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	25.534	9	2.837	21.230	.000[a]
	Residual	5.346	40	.134		
	Total	30.880	49			

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	-.384	.250		-1.534	.133

Schoold budget development	.227	.115	.232	1.969	.000

Source: Field data (2022)

The results in Table 4.12 above indicates a significantly strong positive correlation between School Budget Development and Financial Accountability ($R^2 = 0.827 > 0.5$, $p = 0.000 < 0.05$). The correlation R of the mean of School Budget Development and mean of Financial Accountability had $R^2 = 0.827$, $P=0.000$. This means that the beta value is positive and meaningful. This implies, therefore, that the Financial Accountability rate of Public Secondary Schools in Khwisero Sub County in Kakamega County Kenya is statistically significantly positive.

The results provide 82.7 percent of the Financial Accountability of Public Secondary Schools in Khwisero Sub County in Kakamega County Kenya with School Budget Development ($r^2=0.827$) and a simple regression model followed of the nature $Y= \alpha + \beta_1$ School Budget Development +e where Y is the Financial Accountability of Public Secondary Schools in Khwisero Sub County in Kakamega County Kenya, the F value is 21.230

Therefore, the regression model for School Budget Development and Financial Accountability has been given as follows: Y=-0.384+0.227.

This agreed with Chukwu, Ezepue, Igba and Ngozi (2019) who carried out a study on the impact of Budget Preparation and Implementation on Secondary School Administration in South-East States, Nigeria and found that school budget development had a significant positive influence on financial accountability.Similarly Otieno, Nyakundi and Mogwambo (2016) found a significant effect of school budget development while establishing the effects of financial reporting practices on the accountability of public secondary schools in

Homa-Bay county, Kenya. This was attributed to similarity of respondents, public secondary schools.

This findings contradicts with Munge, Kimani and Ngugi (2016) who found it insignificant while ascertaining factors influencing financial management in public secondary schools in Nakuru county, Kenya. Kimani et al (2016) focused on budgeting and not school accounts in general giving possibility for such results.

Hypothesis testingH_{01}: A linear regression in Table 4.13 was used to test the hypothesis H_{01}. In the case of p above 0.05, the acceptance/rejection criteria is not met; the H_{01} is not acceptable when P is less than 0.05. The results showed that the p-value is 0.000 ($P<0.05$). This showed that the null hypothesis was rejected, the relationship was important between School Budget Development and Financial Accountability of Public Secondary Schools in Khwisero Sub County in Kakamega County Kenya.

4.5.1.1 Regression analysis for School Budget Implementation and Financial Accountability

Test of hypothesis H_{02}

The second objective of the study was to assess the influence of school budget implementation on financial accountability of public secondary schools in Khwisero Sub County, Kenya. To accomplish this objective, the following hypothesis was formulated and tested: **H_{02}**:School budget implementation does not significantly affect financial accountability of public secondary schools in Kenya.

Moderation analysis (using hierarchical regression analysis) was carried out in order to ascertain the influence of school factors on the relationship between school budget implementation and Financial Accountability of public secondary schools in Kenya.

Table 4.33: Simple Linear Regression analysis for School budget implementation and Financial Accountability

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.842[a]	.710	.661	.46200

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	21.915	7	3.131	14.668	.000[a]
	Residual	8.965	42	.213		
	Total	30.880	49			

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	.508	.231		2.204	.033
	School budget implementation	.144	.132	.178	1.097	.000

Source: Field data (2022)

The results in Table 4.13 above indicates a significantly positive correlation between School budget implementation and Financial Accountability (*R = 0.71> 0.5, p = 0.000< 0.05*). The correlation R of the mean of school budget implementation and mean of Financial Accountability had R^2= 0.710, P=0.000. This implies that the value of beta is positive and significant. Therefore, this implies that there exists a statistically significant positive effect of school budget implementation on the financial accountability of public secondary schools in Khwisero Sub County. From the results, 71.0% of financial accountabilitycan be explained by school budget implementation(R^2 = 0.71) and the relationship followed a simple regression model of the nature $Y= \alpha + \beta_1$.

Therefore, the regression model for School Budget Implementation and Financial Accountability has been given as follows:

Y= 0.508+0.144

Hypothesis testingH_{02}: The hypothesis H02 was tested using linear regression analysis, as presented in Table 4.14. The acceptance/rejection criteria were defined such that if the p-value exceeds 0.05, the null hypothesis H02 is not rejected. Conversely, if the p-value is less than 0.05, the null hypothesis H01 fails to be accepted. The results indicated that the p-value obtained was 0.000, which is statistically significant at the 0.05 level. This finding suggests that the null hypothesis was rejected, indicating a statistically significant association between the implementation of school budgets and financial accountability. These findings are consistent with the research conducted by Otieno, Omollo, and Onyango (2016) regarding the impact of financial budget implementation on the administration of public secondary schools in Uriri Sub-County, Migori County.

It further concurs with Onduso (2018) studied the effect of budgets on financial accountability of manufacturing companies in Nairobi County and found budget implementation had a significant effect on financial accountability. The studies in Migori and Nairobi were of similar nature to current study giving reason for agreement. However this findings disagrees with Maronga, Weda and Kengere (2018) lamented that budget implementation was insignificant on most public schools in Kenya. Schools under Maronga et al (2018) study were both public and private agitating the difference.

4.5.1.2 Regression Model for Fee collection strategies and Financial Accountability

Test of hypothesis H_{03}

The third objective of the study was to establish the influence of fee collection strategies on financial accountability of public secondary schools in Kenya. To accomplish this objective, this hypothesis was given and tested:

H_{03}: Fee collection strategies do not significantly affect financial accountability of public secondary schools in Kenya.

To test H_{03}, a multiple regression technique was applied. Moderation analysis (using hierarchical regression analysis) was carried out in order to ascertain the influence of school factors on the relationship between fee collection strategies and financial accountability of public secondary schools in Kenya.

Table 4.44: Simple Linear Regression analysis for Fees Collection Strategies and Financial Accountability

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.710[a]	.504	.435	.59691

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.559	6	2.593	7.278	.000[a]
	Residual	15.321	43	.356		
	Total	30.880	49			

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	.892	.633		1.409	.166
	Fee collection strategies	.356	.132	.397	2.690	.010

Source: Field data (2022)

The results in Table 4.14 above indicates a significantly strong positive correlation between fee collection strategies and Financial Accountability (*R = 0.504> 0.5, p = 0.000< 0.05*). The correlation R of the mean of fee collection strategies and mean of Financial Accountability had R^2= 0.504, P=0.000. This implies that the value of beta is positive and significant. Therefore, this implies that there exists a statistically significant positive effect of fee collection strategies on the Financial Accountability. From the results, 50.4% of Financial Accountabilitycan be explained by fees collection strategies(R^2 = 0.504) and the relationship followed a simple regression model of the nature Y= α + β_1Fee collection strategies+e where Y is the Financial Accountability, α is the constant intercept of which in this case is 0.892. Therefore,

the regression model for Fee collection strategiesand financial accountability has been given as follows:

Y= 0.892+0.356

Hypothesis testingH_{03}: The hypothesis H03 was evaluated through the utilization of linear regression, as indicated in table 4.15. The acceptance/rejection criteria for this study were based on the p-value. If the p-value above 0.05, the null hypothesis H03 was not rejected. Conversely, if the p-value was less than 0.05, the null hypothesis H02 failed to be accepted. The results indicated that the p-value obtained was 0.000, which is statistically significant at the 0.05 level. This finding suggests that the null hypothesis was rejected, indicating a substantial association between fee collecting tactics and Financial Accountability.

This findings agrees with Munge, Kimani and Ngugi (2016) who found fee collection strategies to be of significant influence on financial accountability while assessing factors influencing financial management in Public Secondary schools in Nakuru county, Kenya. Similarly Otieno, Nyakundi and Mogwambo (2016) agreed that fee collection strategies had a significant influence on accountability of public secondary schools in Homa-Bay county.

The Nakuru and Nairobi studies were both on public secondary schools and used same methodological approach supporting the consistency. This disagrees with Onduso (2018) who found fee collection strategies to be of insignificant influence. Onduso (2018) study focused on Seme Division which could be attributed to sampling area as the area was not representative enough.

4.5.1.3 Multiple Regression analysis for School Fund Account Management and Financial Accountability

The data set met all the assumptions necessary for multiple linear regressions in previous tests, and the multiple regression analysis for School Accounts Management and Financial Accountabilityof public secondary schools in Khwisero Sub County, Kakamega County, Kenya.

Table 4.55: Multiple Regression Analysis for School Accounts Management and Financial Accountability

Model					
1	R	R Square	Adjusted R Square	Std. Error of the Estimate	
	.893[a]	.797	.791	.24480	
1	Sum of Squares	Df	Mean Square	F	Sig.
Regression	24.020	3	8.007	133.603	.000[b]
Residual	6.113	46	.060		
Total	30.132	47			
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(constant)	.769	.174		4.422	.000
School budget development	.358	.062	.273	5.746	.000
School budget implementation	.484	.076	.454	6.389	.000
Fee collection strategies	.342	.067	.356	5.072	.000

Source: Field data (2022)

The results of coefficients in Table 4.15 shows that School Accounts Management (school budget development, school budget implementation, fees collection strategies) had a statistically significant contribution in the prediction of the Financial Accountabilityof public secondary schools in Khwisero Sub County, Kakamega County, Kenya(*p-values <0.05*).

From the model summary, the value of R^2= 0.797, which is way above 0.5, henceschool accounts management affected financial performance at extend of

79.7%. From the ANOVA values, it can be confirmed that the F-test is significant since the p value is less than 0.05 (F- test =133.603, P=0.000 <0.05).

The independent variables (school budget development, school budget implementation, fees collection strategies) are significant to explain the dependent variable which was Financial Accountabilityof public secondary schools in Khwisero Sub County, Kakamega County, Kenya. Since all variables are significant, then the model is acceptable to conclude that the independent variables significantly affect the dependent variable.

From the results, 79.7% of Financial Accountabilitycan be explained by school budget development, school budget implementation, fees collection strategies (R^2 = 0.797) and the relationship followed a multiple regression model of the following nature:

Y= α + β_1 school budget development + $\beta_2$school budget implementation + $\beta_3$fee collection strategies +e, where Y is the Financial Accountability, α is the constant intercept of which in this case is 0.769, and beta β_1= 0.358, β_2= 0.484 and β_3 = 0.342 which at times is referred to as the slope coefficients, and ε is the standard error term which in this case is 0.24480.

Therefore, the regression model for school accounts management and financial accountability has been given as follows:

Y= 0.769 + 0.358SBD+ 0.484 SBI+ 0.342 FCS+0.24480, where Y is the Financial Accountability of public secondary schools in Khwisero Sub County, Kakamega County, Kenya.

4.5.2 Moderated Hierarchical Regression Analysis

"The data set met all the assumptions necessary for hierarchical regressions, hence was fit for multiple linear regression modeling.

Table 4. 66: Moderated Multiple Regression Model

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.497[a]	.247	.240	.35969	.247	35.696	1	109	.000
2	.589[b]	.346	.334	.33660	.100	16.469	1	108	.000
3	.634[c]	.403	.386	.32330	.056	10.062	1	107	.002
4	.833[d]	.694	.682	.23259	.291	100.741	1	106	.000

a. Predictors: (Constant), school budget development

b. Predictors: (Constant), school budget development, School budget implementation

c. Predictors: (Constant), school budget development, school budget implementation, fee collection strategies

d. Predictors: (Constant), school budget development, school budget implementation, fee collection strategies, school factors

ANOVA[e]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.618	1	4.618	35.696	.000[a]
	Residual	14.102	109	.129		
	Total	18.720	110			
2	Regression	6.484	2	3.242	28.616	.000[b]
	Residual	12.236	108	.113		
	Total	18.720	110			
3	Regression	7.536	3	2.512	24.032	.000[c]
	Residual	11.184	107	.105		
	Total	18.720	110			
4	Regression	12.986	4	3.246	60.010	.000[d]
	Residual	5.734	106	.054		
	Total	18.720	110			

a. Predictors: (Constant), school budget development

b. Predictors: (Constant), school budget development, School budget implementation

c. Predictors: (Constant), school budget development, school budget implementation, fee collection strategies

d. Predictors: (Constant), school budget development, school budget implementation, fee collection strategies, school factors

e. Dependent Variable: Financial Performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	2.738	.190		14.432	.000
	School budget development	.267	.045	.497	5.975	.000
2	(Constant)	2.468	.190		13.016	.000
	School budget development	.077	.063	.143	1.220	.025
	School budget implementation	.270	.066	.474	4.058	.000
3	(Constant)	2.004	.234		8.575	.000
	School budget development	.024	.063	.044	.381	.004
	School budget implementation	.264	.064	.465	4.136	.000
	Fee collection strategies	.188	.059	.260	3.172	.002
4	(Constant)	1.395	.179		7.810	.000
	School budget development	.042	.045	.077	.920	.030
	School budget implementation	.197	.046	.346	4.239	.000
	Fee collection strategies	.095	.044	.132	2.187	.031
	School factors	.333	.033	.568	10.037	.000

a. Dependent Variable: Financial Performance

Source: Field data (2022)

The results of coefficients in Table 4.16 shows that School Accounts Managementhad a statistically significant contribution in the prediction of the Financial Accountability of Public Secondary Schools in Khwisero Sub County, Kakamega County, Kenya(*p-values <0.05*).

School factors was included in the models as a moderator variable. The results of Model 2 with the interaction between School Accounts Managementand School

Factors accounted for significantly more variance than when the interaction was between School Accounts Managementand Financial Accountability of Public Secondary Schools in Khwisero Sub County, Kakamega County, Kenya, indicating that there is a potentially significant moderation by School Factors on the relationship between School Accounts Managementand the Financial Accountability ofPublic Secondary Schools in Khwisero Sub County, Kakamega County, Kenya.

The moderated Multiple Linear Regression model was therefore given as:

$\mathbf{Y} = 1.395 + .042X_1 + .197X_2 + .095X_3 + .333X_4$

Where, Y = Financial Accountability of public secondary schools in Khwisero Sub County, Kakamega County, Kenya.

Hypothesis testingH_{04}: The hypothesis **H_{04}** was tested by using hierarchical regression table 4.17. The acceptance/rejection criteria was that, if the p value is greater than 0.05, the H_{04} is not rejected but if it is less than 0.05, the H_{04} fails to be accepted. The findings showed that the p-value was 0.000 ($p<0.05$). This showed that the null hypothesis was rejected and that School Factors had a moderating influence on School Accounts Management and Financial Accountability.

This findings agrees with Simiyu (2021) who found that school factors was of positive and significant effect on cash management in public secondary schools. Furthermore Geteri, Omari and Nyang'au (2017) carried out a study on the effect of cash management practices on accountability of public secondary schools in Kisii County noted school factors to be of significant influence. The above studies considered school board and school categories giving similarity.

However this findings disagrees withOnesmo, Ephrahem and Mwenge (2021) who found school factors to be insignificant on financial accountability of schools, this

study focused on management sytle as the key element for school factors giving possibility for difference."

Finally an unqualified report from audit reports of secondary schools in Khwisero concludes that the financial statements of public secondary schools are fair and transparent. All the 25 public secondary schools in Khwisero gave unqualified report (Appendix V).

Table 4.77: Summary of Hypothesis testing

Hypothesis	P-Value	Results
H_{01}: There is no significant influence on school budget development on financial Accountability of public secondary schools in Kenya.	.000< *0.05*	**Positive and significant (Reject H_{01})**
H_{02}: School budget implementation does not significantly affect financial Accountability of public secondary schools in Kenya.	.000< *0.05*	**Positive and significant (Reject H_{02})**
H_{03}: Fee collection strategies do not significantly affect financial accountability of public secondary schools in Kenya.	.000< *0.05*	**Positive and significant (Reject H_{03})**
H_{04}: School factors do not significantly affect the relationship between school fund account management and financial accountability of public secondary schools in Kenya.	.000< *0.05*	**Positive and significant (Reject H_{04})**

Source: Field data (2022)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Introduction

The general objective of the study was to investigate the influence of school accounts management and financial accountability of public secondary schools in Khwisero sub county.The results, conclusions and recommendations based on the findings of the study are summarized in this chapter.

5.2 Summary of findings

The objective of the study was to examine the influence of school accounts management and financial accountability of public secondary schools in Khwisero sub county. The independent variables were school budget development, school budget implementation and fee collection strategies. The moderating variable was school factors while dependent variable was financial accountability of public secondary schools in Khwisero sub county. The data for the findings of this study was collected using questionnaire from 50 respondents (school principals and schoolbursars) in Khwisero sub county public secondary schools.

The assumption of linear regression was met. The specific objectives of the study were achieved through conducting Pearson correlation analysis and linear regression analysis. Pearson correlation produced R while simple linear regression produced B-coefficients and R square (coefficient of determination). To find moderating effects of school factors, hierarchical linear regression was used where school accounts management was controlled, and the effects of interactions was observed with keen interest on change in R square and it was significant value. These analyses were concluded at 95% confidence level ($P < 0.05$). The major findings are as follows:

5. 2.1. Influence of School Budget Development on Financial Accountability

The first objective was to determine the influence of school budget development on financial accountability of public secondary schools in Khwisero sub county. Descriptive statistics revealed that the School Budget Development have been decreasing over the years. The results further revealed that the school budget development can be revised over time.The coefficient correlation (r) as 0.890**. Linear regression analysis indicated that School budget development significantly accounts for up to 82.7% of variance in Financial Accountability (R=0.827). Multiple regression analysis revealed that when other variables are controlled in the model, a unit change in school budget development would result to a significant change inFinancial Accountability.

5. 2.2. Influence of School Budget Implementation on Financial Accountability

The second objective was to find out the effect of school budget implementation on financial accountability of public secondary schools in Khwisero sub county. Descriptive statistics revealed that based on the nature of school, school budget implementationis discussed. Pearson correction results a strong relationship between school budget implementation and financial accountability as shown by a coefficient correlation (r) as 0.842**. Linear regression analysis indicated that school budget implementation significantly accounts for up to 71.0% of variance in Financial Accountability (R=0.710). Multiple regression analysis revealed that when other variables are controlled in the model, a unit change in school budget implementation results to a significant change in Financial Accountability.

5. 2.3. Influenceof Fee Collection Strategies on Financial Accountability

The third objective was to establish the contribution of school fee collection strategies on financial accountability of public secondary schools in Khwisero sub

county. Descriptive statistics revealed that fee collection strategies affects financial accountability. The coefficient correlation (r) as 0.710^{**}. Linear regression analysis indicated that fee collection strategies account forup to 50.4% of variance in Financial Accountability (R=0.504). Multiple regression analysis revealed that when other variables are controlled in the model, a unit change in fee collection strategies would result to a significant change inFinancial Accountability.

5. 2.4. Moderating Influence of School Factors on the Relationship Between School Accounts Managament and Financial Accountability

The fourth objective of the study was to establish the influence of school factors on the relationship between school accounts management and financial accountability of public secondary schools in Kenya.There was a significant positive relationship between school accounts management and school factors ($P<0.05$). Hierarchical regression analysis indicated that interaction between school factors and school accounts management variables significantly account for up to 81.2% of variance in Financial Accountability ($R^2= 0.812$) down from 79.7% ($R^2=0.797$). The regression coefficients indicated that interaction between school accounts management and school factors is positive and significant.

The findings on audit report gave an unqualified report of secondary schools in Khwisero concludes that the financial statements of secondary schools were fair and transparent.

5.3. Conclusions of the study

A number of logical conclusions can be drawn based on empirical evidence in the following way and presented with regard to the study objectives:

5.3.1 School Budget Development

School budget development had correlation coefficient of 0.890.The beta value was 0.309.The correlation R of the mean of School Budget Development and mean of Financial Accountability had a beta term $\beta = 0.827$, P=0.000. This means that the beta value is the less strongest model compared to others, positive and meaningful. This implies, therefore, that the Financial Accountability rate of Public Secondary Schools in Khwisero Sub County in Kakamega County Kenya is statistically significantly positive.From the linear and multiple regression results, the study concluded that school budget developmenthas significant effect on the Financial Accountability. An increase in school budget developmentwould result to significant decrease in Financial Accountabilityof public secondary schools in Khwisero Sub County, Kakamega County, Kenya.

5.3.2 School Budget Implementation

School budget implementation had correlation coefficient of 0.842. The beta value was 0.478.The correlation R of the mean of school budget implementation and mean of Financial Accountability had a beta term $\beta = 0.71$, P=0.000. This implies that the value of beta is stronger, positive and significant. Therefore, this implies that there exists a statistically significant positive effect of School Budget Implementation on the Financial Accountability of public secondary schools in Khwisero Sub County.The study also concluded that school budget implementationhas significant effect on Financial Accountabilityof public secondary schools in Khwisero Sub

County, Kakamega County, Kenyaas per the results from the linear and multiple regression.

5.3.3 Fee Collection Strategies

Fee collection strategies had a correlation coefficient of 0.710. The beta value was 0.488.The correlation R of the mean of fee collection strategies and mean of Financial Accountability had a beta term $\beta = 0.504$, P=0.000. This implies that the value of beta is strongest compared to other models, it is also positive and significant. Therefore, this implies that there exists a statistically significant positive effect of fee collection strategies on the Financial Accountability.From the linear and multiple regression results, the study also concluded that fee collection strategies has significant effect on financial accountabilityof public secondary schools in Khwisero Sub County, Kakamega County, Kenya.

5.3.4 School Factors

School factorshad a correlation coefficient of 0.893.The beta value was 0.486.The results of Model 2 with the interaction between School Accounts Management and School Factors accounted for significantly more variance than when the interaction was between School Accounts Management and Financial Accountability of public secondary schools in Khwisero Sub County, Kakamega County, Kenya, R^2 moved from 0.797 to 0.812 a difference of 0.015 indicating that there is a potentially significant moderation by school factors on the relationship between School Accounts Management and the Financial Accountability of public secondary schools in Khwisero Sub County, Kakamega County, Kenya. Lastly, in summary, school factors has been included as a moderator variable in the model; the results of the interaction between school accounts management and financial accountability were

much greater than the interplay between school accounts management and financial accountabilityof public secondary schools in Khwisero Sub County, Kakamega County, Kenyashowing that there is a potential moderation byschool factors.

5.4. Recommendations

Based on the findings and conclusions, the following recommendations were arrived at that:

School budget development, Public secondary schools should seek an increase in budget allocation from the ministry of education for each child to increase funds generation.

School budget implementation, Public secondary schools should also ensure budgets generated are realized and funds should clearly indicate the expenditures realized.

Fees collection strategies,Public secondary schools should find means in which fee collection can be enhanced since the model was weaker to ensure there is cashflow in schools.

Sinceschool factors has significant effect on Financial Accountability, it should also be included into the main key elements that public secondary schools should consider when handling school accounts.

5.5. Suggestions for further research

The following suggestions were made for further research based on the findings of this study. Related studies should be conducted for school fund accounts management in other counties. Finding out whether the results are still the same since this current study was done in Khwisero Sub County, it is encouraged to cover the other parts of the country. There are no exhaustive factors used to measure variables, thus the School budget development, School budget implementation and

Fees Collection strategies. Further, schoolprincipal's management style should be sought for future studies as a moderator.

REFERENCES

Amalendu, H., Somnath, T.,&Gautam, S., (2016) School Budgeting Planning: Selecting the MostEffective Budget Plan for Ontario's Public Schools. International *Journal of Innovative Business Strategies (IJIBS), Volume 5, Issue 1, June 2019*. University of Windsor, Canada.

Awuor, O. (2017)*Financial resource mobilization strategies and internal efficiency of public secondary schools in Rachuonyo South Sub-County, Homabay County, kenya.*

Bua, F., Adzongo, P.I. (2021).Impact of financial management on secondary school's administration in zone a senatorial district of Benue State-Nigeria.*Public Policy and Administration Research, 4(9), 95-103.Budget theory.Public Administration Review 42, 509–515*.

Chatiza, P. N. (2020). The quality of education in Tanzanian primary schools: An assessment of Physical facilities and teaching learning materials.*(journals.udsm.ac.tz.). Utafiti Journal, 1(1*).

Chukwuemeka., J ; Ezepue.,I ; Chinwe., V ; Igba.,D & Nduka., S (2019) Impact of Budget Preparation and Implemenation on Secondary School Administration in South-East States, Nigeria. *International Journal of Applied Environmental Sciences ISSN 0973-6077 Volume 14, Number 4 (2019), pp. 367-382 © Research India Publications http://www.ripublication.com.*

Cooper, D., & Schindler, P. (2011). *Business Research Methods*. McGraw-Hill Publishing, Co. Ltd. New Delhi-India.

Demba, G.A. (2018).Effects of financial management practices on Performance of Kenya Medical Training College.*Unpublished MBA project. University of Nairobi, Kenya.*

Edmund, S., & Lyamtane, R. D. E. (2018). Effectiveness of the Heads of Schools in Managing Financial Resources in Public Secondary Schools in Moshi Municipality. *International Journal of Scientific Research and Management, (05),https://doi.org/10.18535/ijsrm/v6i5.el01*

Geteri., M; Omari., S & Nyang'au, A. (2017) *Effect of cash management practices on Accountability of public secondary schools in Kisii County*. Kisii University.

Gencharenko, K. (2018). Mission, Vision, Values, and Goals: An Exploration of Key Organizational Statements and Daily Practice in Schools. Department of Human Studies, University of Alabama at Birmingham.*Journal of Educational Change. Retrieved on 25th may 2020 from https://www.researchgate.net/publication/272018338*.

Government of Kenya. (2018). *The Basic Education Act, No. 13 of 2013*. Nairobi: The Government Printer.

Charterjee, L. & Hadi, M. (2015). *Descriptive Research.* In N. J. Salkind, & K. Rasmussen,Encyclopedia of Measurement and Statistics (pp. 251-254). Thousand Oaks, CA: Sage.

Junge, T. A., Bosire, L. J., & Kamau, L. M. (2021). Technology integration for out-of-School time learning: The roles of teachers.*International Journal of Educational Policy Research. 5(2), 24–30.*

Kahavizakiriza.,R;Walela., B& Kukubo., D. (2017) Financial Management In Public Secondary Schools In Kenya: A Case Study Of Lurambi Sub-County Kakamega County. *International journal of scientific & technology research*

volume4, issue 09, september 2017 ISSN 2277-8616 167 IJSTR©2017www.ijstr.org

Kaguri, M., Njati, I. C., & Thiaine, K. S. (2021). Financial management challenges facingImplementation of free day secondary education in Imani North District, Kenya. *Journal of Business and Management, 16(1), 55-78.*

Kenya Institute of Public Research and Analysis (KIPPRA, 2004). *Social Sector Division, Nairobi.*

Khan, A., & Hildreth, W.B. (2002).*Budget theory in the public sector.*Quorum Books Westport, Connecticut, London.

Kpedor, G. (2019). Budgeting, Budgetary Control and Performance Evaluation: A Case Study of Allterrain Service Group (ATS). *Published Commonwealth Executive Master Of Business Administration Thesis, Kwame Nkrumah University of Science and Technology, Ghana.*

Kothari, R. C. (2014). *Research methodology: Methods and techniques.* New Delhi: New Age International (P) Publishers.

KNBS (2020) *School Budget Development Instructions 2019-2020.*

Laurie, R. &, Nonoyama, Y., (2016). Contributions of education for sustainable development (ESD) to quality education: A synthesis of research. *Journal of Education for Sustainable development, 10(2), 226-242.*

Magak, E.O. (2013). Challenges facing head teachers in financial management in public secondary schools: A case of Kisumu East District Kenya. *Unpublished MEAP project, University of Nairobi, Kenya.*

Macharia, C.W. (2019). An investigation school accounting on Kenyan public secondary schools: A case of Kiambu County. *International Journal of Scientific & Technology Research, 2(9).*

Maronga, E., Weda, C.W., & Kengere, D.O. (2013). An investigation on the influence of government financial management on Kenyan public secondary schools: A case of Sameta Division. *International Journal of Scientific & Technology Research, 2(9).*

Manei.,O & Omagwa., J (2019) Accounting Practices and Financial Accountability of Public Secondary Schools in Makueni County, Kenya IOSR *Journal of Economics and Finance (IOSR-JEF)e-ISSN:2321-5933, p-ISSN: 2321-5925.Volume 26-33www.iosrjournals.orgDOI: 10.9790/5933-1003052633 www.iosrjournals.org 26 | Page.*

Meckling, W.H. (1976).Theory of the firm: Managerial behavior, agency costs and ownership structure. *Journal of Financial Economics, 3(4), 305–360.*

Ministry of Education (2020).*Procurement manual for primary schools*. Nairobi: Ministry of Education.

Mitiri, J.M., & Wangui, N.M. (2021). Financial Management: Training Needs of Public Secondary SchoolPrincipals in Machakos County, Kenya. *Research on Humanities and Social Sciences, 4(13), 136-141.*

Mito, E.A., &Simatwa E.M.W (2019). Challenges faced by newly appointed principals in the management of public secondary schools in Bondo district, Kenya: An analytical study. *Educational Research, 3(4),388 - 401.*

Mohamed, A.N. & Omar, N. (2016). Effects of Cash Management on Financial Performance of Private Secondary Schools in Mugadishu-Somalia. *International Journal of Research and Development, 2*(9), 89-107.

Mothibi, K. & Musvoto, W. (2017). *The financial management role of school principals in Ngaka Modiri. Molema district*. North- West University, Mafikeng Campus.https://repository.nwu.ac.za/.

Mosha, H. J. (2018). Towards Managing Educational Institutions for Excellence and Perfection:Reflections, Papers in Education and Development.*University of Dar es Salaam Journals (30).*

Mugenda, O. M. & Mugenda, A. G. (2013).*Research Methods: Quantitative and Qualitative Approaches.*2nd Ed. Nairobi: ACTS Press.

Munge., N. &Kimani, G., Ngugi . (2016) Factors influencing financial management in Public Secondary schools in Nakuru county, Kenya.*International Journal of Economics, Commerce and Management United Kingdom* Vol. IV, Issue 9, September 2016.

Muthanga, R.W. & Odipo, M. (2021). *The effect of accounting practices on the management of in publics secondary schools in Nairobi county.* University of Nairobi. Retrieved on 25th 2020.

Nyanyuki, W. (2020). Retrieved on 25th may 2020 from *financial management challenges.Center for Organization Leadership & Development.*

Nyaga., W & Owino., E. (2016) *Factors affecting financial management practices in public secondary schools: A case of schools in Embu West Sub-County, Kenya.* Kca university

Nyangia., E & Orodho., J. (2021) Cost- Saving Measures in Public Secondary Schools: Are these strategies making education affordable in Kisumu West District, Kisumu County, Kenya?*Journal of Education and Practice www.iiste.org, ISSN 2222-1735 (Paper) ISSN 2222-288X (Online). Vol.5, No.18, 2021.*

Nyanyuki , N., Okioga, C., Ojera, Nyabwanga, R.N. &Nyamwamu, T.O. (2020). An Assessment Of The Effect Of Accounting Practices On The Management Of Funds In Public Secondary Schools: A Study of Kisii Central District, Kenya. *Asian Journal of Business and Management Sciences, 2(8),* 34-50

Owino, V.E. (2016). Role of Working Capital Management Practices on Financial Performance of Private Colleges in Nairobi County. *The Strategic Journal of Business and Change Management, 3*(3), 128 – 143.

Ogbonnaya, N.L., Salawu, I.O. & Ajadi, T.O. (2017). *EDU 834: Budgeting and Financial Management in Education.* National Open University of Nigeria.

Otieno., H; Omollo., L ; Kute., U ; Atieno., B., Yambo.,S & Onyango., T. (2016) Effects of financial budgeting in the management of public secondary schools in Uriri Sub-County, Migori County, Kenya. *European Journal of Research and Reflection in Educational Sciences Vol. 4 No. 2, 2016 ISSN 2056-5852*. Progressive Academic Publishing, UK Page 1 www.idpublications.org.

Otieno., M, ;Nyakundi, W & Mogwambo.,V. (2016) Effects of financial reporting practices on the Accountability of public secondary schools in Homa-Bay county, kenya. *International journal of social sciences.*

Ondieki, E.M. (2017). Factors Affecting Financial Management of Public Secondary Schools in Marani Sub-County, Kenya. *Published MBA Thesis, University of Eastern Africa (Baraton), Kenya*

Onduso, E.O. (2018). The Effect Of Budgets On Financial Performance Of Manufacturing Companies In Nairobi County. *Published MSC (Finance) Project, University of Nairobi, Kenya*

Orodho, H & Kombo, D., (2017). *Proposal and Thesis Writing: AnIntroduction. Paulines Publications Africa*, Don Bosco Printing Press, Nairobi Kenya.

Radzi, N. M., Ghani, M. F. A., Siraj, S., & Afshari, M. (2018). Financial Decentralization in Malaysian Schools: Strategies for Effective Implementation. MOJES: *Malaysian Online Journal of Educational Sciences, 1(3), 20-32.*

Schick, A. (1973). An inquiry into the possibility of a budgetary theory.In Irene S. Rubin (ed.), *New Directions in Budget Theory.* Albany: State University of New York Press, 59–69.

Sharma, K. M. (2020, October). Quality of education in Tanzania: A focus on curriculum,Standards and accountability in schools.*In Headmasters Conference on Education held atvArusha (pp. 11-12).*

Sergiovanni, J. (2019). *Managing resources for school improvement creating a cost –effective school*.London:

Simiyu, A. (2019). *Investigation on factors affecting cash management in public secondary* 63 *Schools:* a case of Mombasa County, MBA thesis, retrieved from:http://www.researchgate.net/publication/263702

Teachers Service Commission. (2017). Revised Schemes of Service for Graduate Teachers and Lecturer. Nairobi: Teachers Service Commission.

United Nation. (2017). *Financial Management in the Department for Children, Schools and Families.* HC 267 Session 2008-2009. Stationery Office

Valter, W K (1947) *Financial Accounting Theory II*: Issues and Controversies Limited, UK.

Wango, G. M. and Gatere, A. W. (2019).School finance management: *Fiscal management to enhance governance and accountability.* Nairobi: The Jomo Kenyatta Foundation.

Wushe, T., Ndlovu, D., & Shenje, J. (2021). An analysis of basic management and financial skills by school development committees (SDC) in selected Harare schools. *International Journal of Innovative Research in Advanced Engineering, 1(10), 378-386.*

APPENDICES

APPENDICE I:LIST OF PUBLIC SECONDARY SCHOOLS IN KHWISERO SUB COUNTY

1. Mwihila Boys High School
2. Mwihila Girls Sec school
3. Khwisero Mixed Sec. School
4. Khwisero Girls Sec. School
5. Emwiru Mixed Sec. School
6. Eshinutsa Mixed Sec. School
7. Munjiti Mixed Sec. School
8. Ekatsombero Secondary School
9. Mundaha Sec. School
10. Emalindi Girls Sec. School
11. Eshibinga K. Sec. School
12. Mushinaka Mixed Sec. School
13. Shirali Mixed Sec. School
14. Mulwanda Mixed Sec. School
15. Ekambuli Sec. School
16. Shiongo Sec. School
17. Emwaniro Sec. School

18. Shirotsa Sec. School

19. Namasoli Sec. School

20. Lwanda Dudi Sec. School

21. Ekomero Sec. School

22. Mundoli Girls Sec

23. Dudi Girls Sec school

24. Mutsasa Girls Sec.

25. Ematundu Boys Special school

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS, BURSARS AND ACCOUNTS CLERK

PART A: **PERSONAL INFORMATION**

Indicate by a tick what applies to you.

1) Gender?

Male ( )

Female ( )

2) Age?

25-35 ( )

36-45 ( )

46 and above ( )

3) Highest level of education?

Post graduate ( )

Graduate ( )

Diploma ( )

Certified Public Accountant : Sec 1 ( )

Certified Public Accountant : Sec 2 ( )

Certified Public Accountant : Sec 3 ( )

4) Working experience?

0-5years ( )

6-10years ( )

11-15years ( )

Above 15 years ( )

PART B: SCHOOL ACCOUNT MANAGEMENT

Kindly provide your level of agreement by noting Strongly Agree(SA), Agree (A), Undecided (U), Decided (D) and Strongly Disagree (SD)

SCHOOL BUDGET DEVELOPMENT

	School budget development	**SA**	**A**	**UD**	**D**	**SD**
1	My school observeslegal requirementson preparation of its budget on time					
2	In our school, departments submits their budget needs for approval on time					
3	Our school confines its budget estimateson fee circulars presented to us					
4	Our school adheres to standard guidelines in setting aside funds for budgetary reserve purposes					
5	Our school board has developed a comprehensive strategic plan					
6	My school ensures there is surplus budget to avoid difficulties in operation					
7	Our school board and auditors cross examine the set budget budget against the required standard guidelines					
8	My board composition is a blend of professionals which have technical skills on budget making					
9	Our school prepares its budget based on the number of students at the school					

What is the average size of your annual school budget?

a) Ksh 10,000,000 and below ( )
b) Ksh 10,000,000 to Ksh 20,000,000 ( )
c) Ksh 20,000,000 and above ( )

SCHOOL BUDGET IMPLEMENTATION

	School budget implementation	**SA**	**A**	**UD**	**D**	**SD**
1	The school board adheres to critical areas of need on budget execution					
2	My school board has insitituted checks and balances on monitoring budget implementation					
3	Regular financial application reports are prepared in monitoring budget implementation					
4	Funds for FDSEprogram are always disbursed on time.					
5	Our school a on teaching and learning bsorption rateon teaching and learning as well as development of projects funds is usually very high					
6	Disbursement of FDSE funds is usually done in fraction which affect our school budget implementation					
7	My school is constraint on its budget implementation due to inadequate funding					

FEES COLLECTION STRATEGIES

	Fees collection strategies	**SA**	**A**	**UD**	**D**	**SD**
1	My school allows payment of school fees in kind form such as foodstuffs, livestock, firewood, building materials					
2	The NG-CDF significantly pays school fees for students helping in reduction of fees					

	arrears					
3	The county busary fund significantly pays school fees for the students helping in the execution of school operations					
4	Other stakeholders such as natives within the school establishment at times support the school by paying fees for the needy students					
5	School alumni and other groups contribute towards particular school projects					
6	Our school has put in place automated fee payment plan schedules on termly basis					

SCHOOL FACTORS

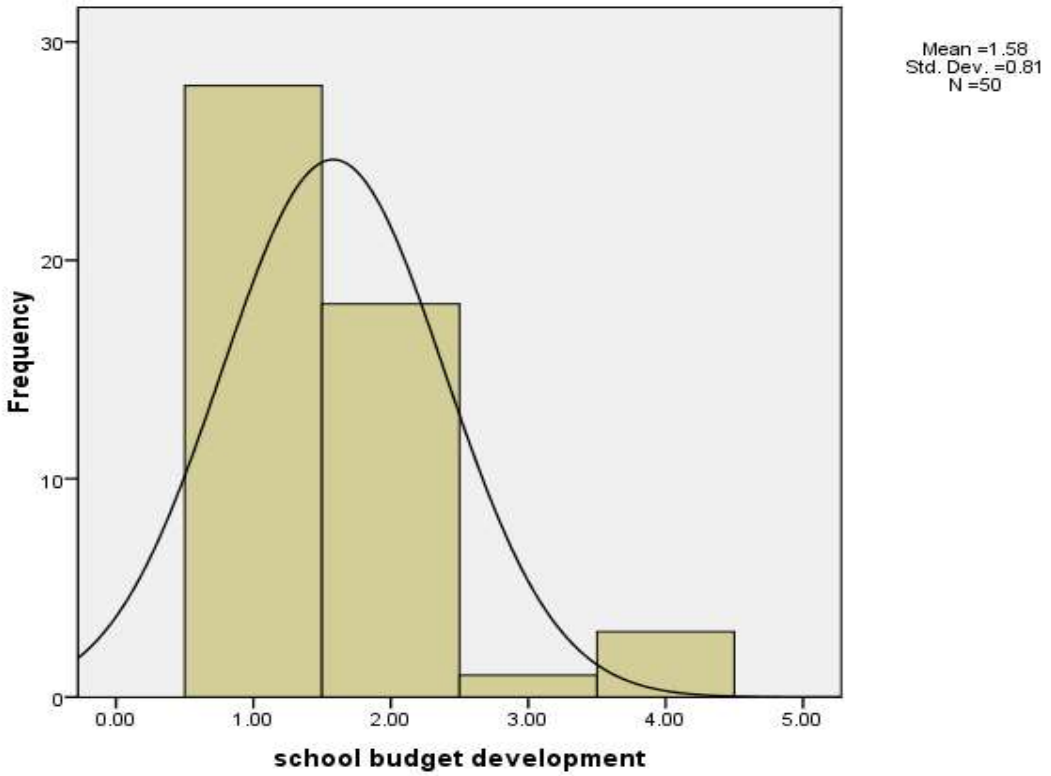
	School Factors	**SA**	**A**	**UD**	**D**	**SD**
1	The composition of my school board gives them the leverage to oversight funds management in school					
2	My school board is keen on following up significant budget variances and takes up appropriate corrective measures where necessary					
3	My school board emphasizes on transparency and accountability in the management of school finances					
4	In my school we observe the necessary financial requirements in the management of school funds such as the Public Procurement and asset Disposal Act 2017					
5	Physical discipline is exhibited by my school board of management on the management of school funds					
6	My school board of management ensures that necessary actions are taken whenever issue of					

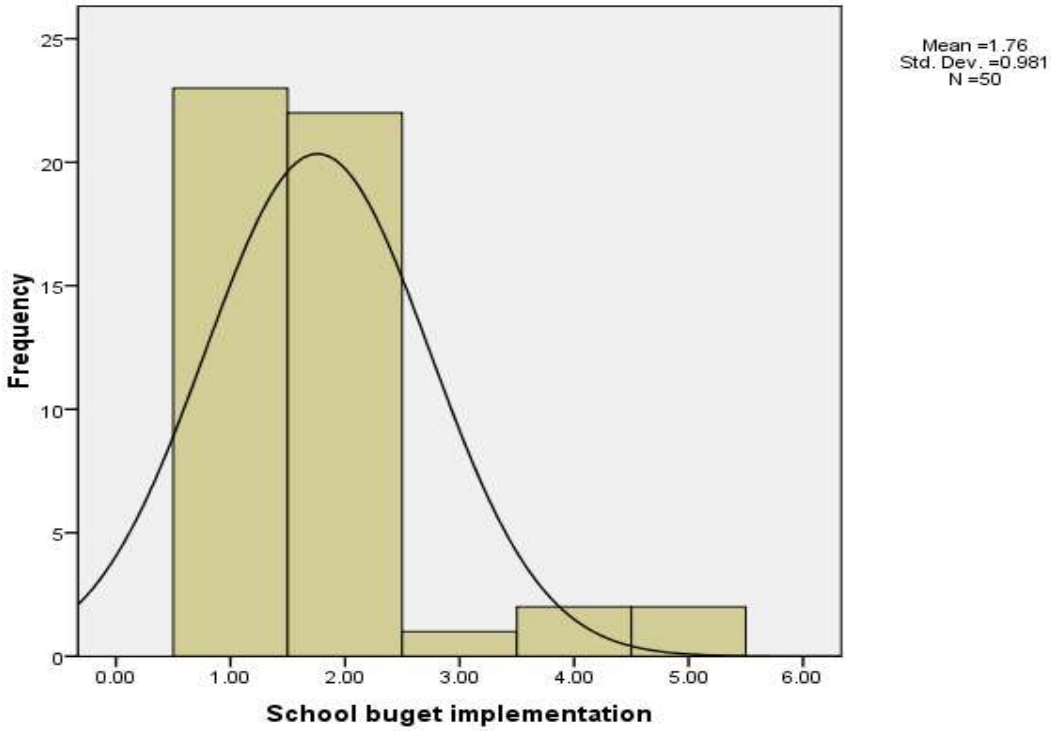
	financial impropriety and otherwise are identified amongst the teaching and the non teaching staffs					
7	My school category disadvantages our school on fees collection					
8	My school is constraint on meeting operational needs due to the school category					
9	The school category disadvantages my school in terms of the enrolment rate					

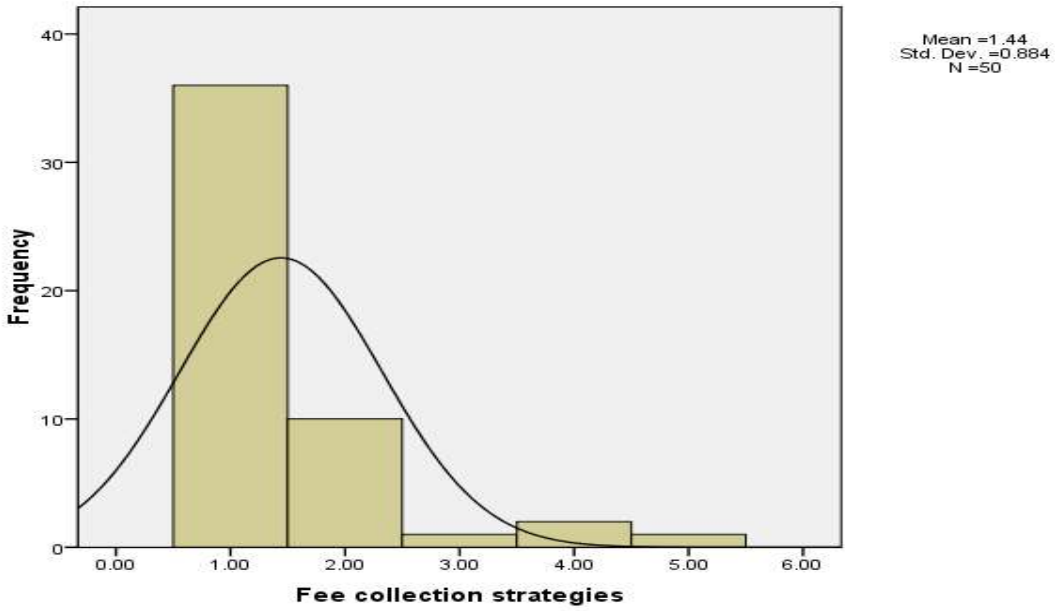
FINANCIAL ACCOUNTABILITY

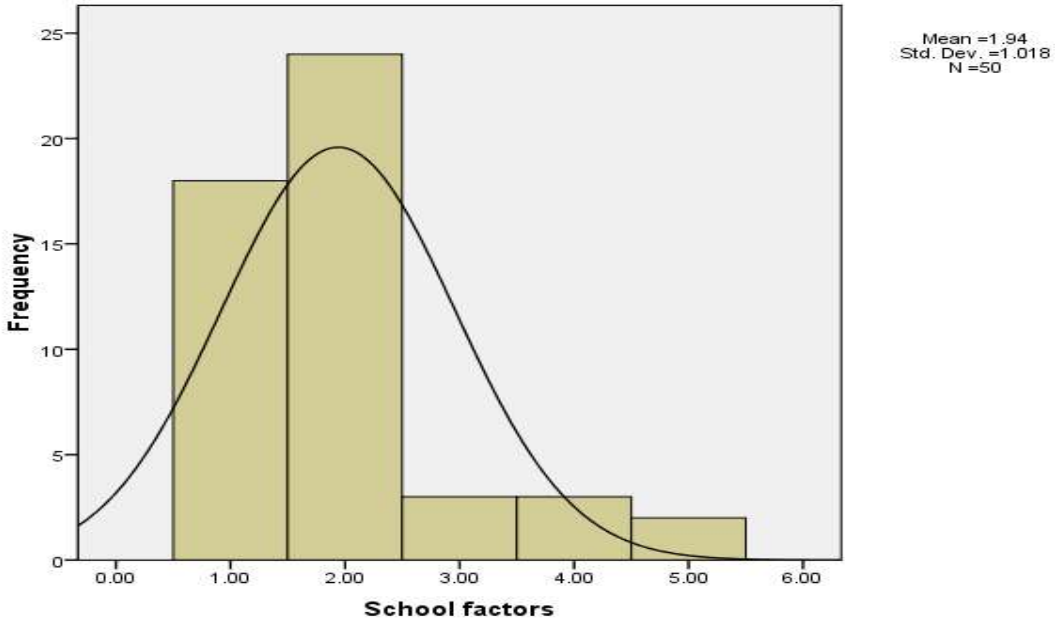
	Financial Accountability	**SA**	**A**	**UD**	**D**	**SD**
1	The State of books of accountsis affected by the proportion of fees collection					
2	Safety of Assetsis affected by fees collection strategies instituted by the school management					
3	Transparency shows the budget variance in some cases may be attributed to poor school budget development					
4	Project completion rate in my school relies on transparency levels for funds disbursed					
5	Nature of audit report is determined by the financial framework of my school					
6	The nature of audit opinion expressed on the schools financial accountability					
7	The creditors level in my school is an indicator of liquidity position of my school					

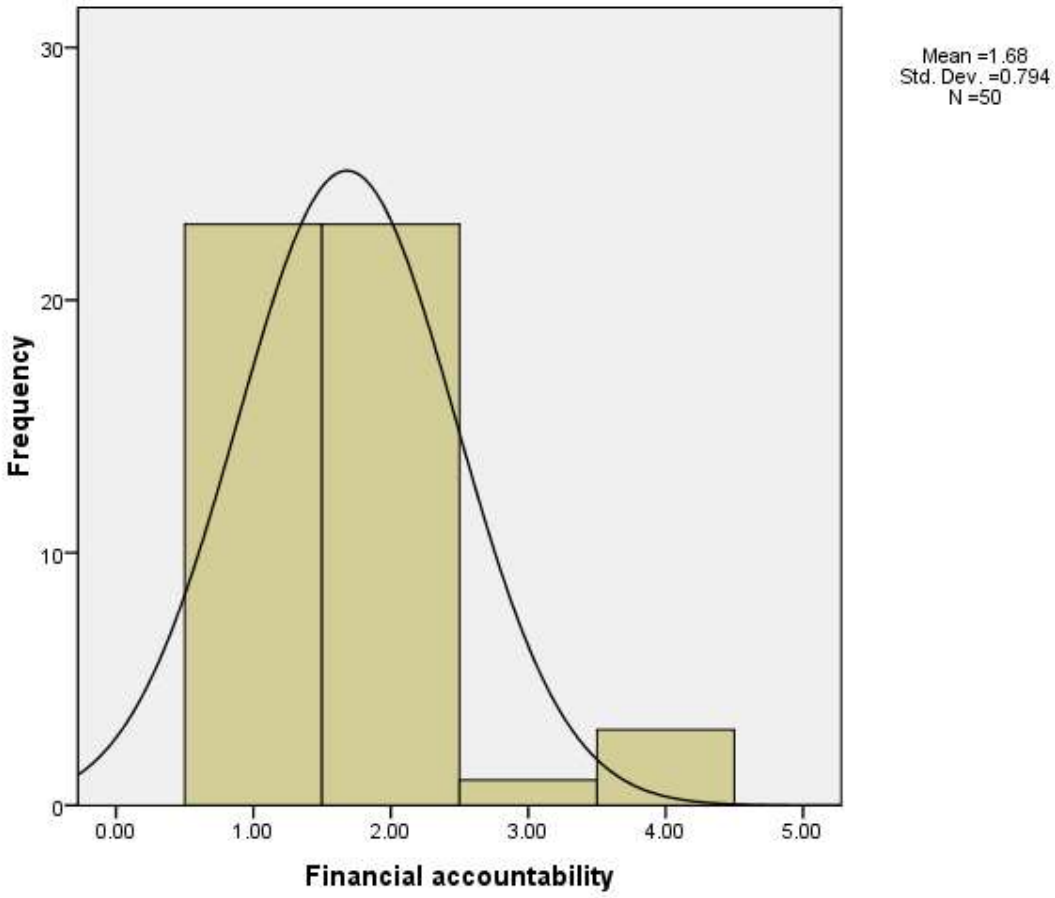
APPENDIX III: NORMALITY TEST






Mean =1.44
Std. Dev. =0.884
N =50
Frequency
Fee collection strategies


Mean =1.94
Std. Dev. =1.018
N =50
Frequency
School factors


Mean =1.68
Std. Dev. =0.794
N =50
Frequency
30
20
10
0
0.00
1.00
2.00
3.00
4.00
5.00
Financial accountability

APPENDIX IV: NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **280859**

Date of Issue: **04/May/2022**

RESEARCH LICENSE

This is to Certify that Mr.. Gideon Daniel Inganga Musungu of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Kakamega on the topic: School Fund Account Management and Financial Accountability of Public Secondary Schools in Khwisero Sub-County, Kenya for the period ending : 04/May/2023.

License No: **NACOSTI/P/22/17060**

280859

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.