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FUNDS DISBURSEMENT FRAMEWORK AND BUDGETING SYSTEM EFFICIENCY IN PUBLIC SECONDARY SCHOOLS IN NAKURU COUNTY, KENYA

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ABSTRACT

Disbursement is a critical aspect of public financial management since public organizations are modeled on recurrent and capital budgeting principles and as such, all relevant cash flows associated with the undertaking must be ascertained with a fair degree of accuracy so that the desirable returns are achieved within the set time periods. Disbursement cycles still present significant challenges to the management of public expenditures including public secondary schools in the context of the present study. Over the years, public secondary schools in Kenya have operated on a deficit budgets. This has forced the schools to reduce the allocation to the user department and, thus, the implementation of the budget has been a challenge to the public institution. The present study, therefore, sought to establish the influence of finance disbursement framework on budgeting system efficiency in public secondary schools in Nakuru County, Kenya. The study was conducted using descriptive survey design and targeted 240 public secondary schools from which 84 participated in the actual study. The accessible population were the 240 school bursars from which a sample size of 95 respondents was and selcted using purposive sampling. Questionnaires were used to collect data after pilot testing them in two public secondary schools in the neighboring Kericho County. The data was analyzed using both descriptive and inferential statistical methods. The findings revealed that finance disbursement framework does significantly influence budgeting system efficiency in public secondary schools in Nakuru County. The study recommended that there needs to be substantial policy changes in the funds disbursement framework for schools to foster better correspondence between the government and other public secondary school sponsors and the implementing agencies on the modalities influencing fund disbursement so as to avoid costly delays.

Key words: *Disbursement Cycles, Disbursement Framework,Budgeting System Efficiency*

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INTRODUCTION

The demand for post-primary education has been on the rise all over the globe and especially in the developing world over the last five decades. This has been mainly due to economic, political, social, and cultural factors. Modern economies and their labour markets need people with sophisticated knowledge, skills and competences that cannot be developed only in primary school or in low-quality secondary schools (Sahlberg, 2007; Arum et al., 2007). Further, secondary education plays a dual role in today's education systems. On one hand, it serves as an extended platform for all young people to further develop the knowledge and skills that are needed in civic society and the knowledge economy. On the other hand, it provides many young people with qualifications for the labour market and further learning (Kihang'a, Kathuri & Gichohi, 2022). Consequently, governments all over the world spend a significant part of their budget resources on education. One reason for this is a belief that rates of return are relatively higher for basic and higher education and this often justifies the investment policies (Abylkassymova et al., 2019). The Kenya government, for instance, introduced the subsidized secondary education program in 2008. This was lauded as a milestone in education access in the country which saw a remarkable improvement in the transition rates from primary school to secondary school.

Such education investment outlays have led to a tremendous expansion on schooling, however, they have not reduced the level of disadvantage for many schools. For instance, in Kenya, these developments have had a significant impact on the state and management of the public secondary schools in the country characterized by the stretching of available facilities and other resources to accommodate the rising number of students and the day to day management of the schools (Maronga et al., 2013). Appreciably, some of these challenges can be traced back to the financial management systems of the public secondary schools in the country. The financial aspects are intricate in management functions of the school and vice versa (Joubert & Bray, 2007; Kaguri et al., 2014). The implication is that the management of school finances involves the tasks of budgeting), coordinating and disbursement), communicating, as well as controlling and auditing (Clarke, 2007).

Over the years, however, public institutions in Kenya have operated on a deficit budgets. This has forced the learning institutions to reduce the allocation to the user department and, thus, the implementation of the budget has been a challenge to the public institution. The funding level from the government was grossly understated over the years. Public institutions have, therefore, had to resort to funding generated internally to complete some of the government initiated projects at the expense of other critical activities (Hawkesworth & Klepsvik, 2013). The policy of disbursing recurrent and development funds to public institutions has been a hindrance to efficient administration of institution operation and, therefore, requires new approaches to budgeting at the institutional level.

Disbursement is a critical aspect of public financial management since public organizations are modeled on recurrent and capital budgeting principles and as such, all relevant cash flows associated with the undertaking must be ascertained with a fair degree of accuracy so that the desirable returns are achieved within the set time periods (Bagoole, 2011). Disbursement cycles still present significant challenges to the management of public expenditures including public secondary schools in the context of the present study. Disbursement of funds may be defined as the release of funds from one entity, in this case the government, to an appointed beneficiary of the borrower, that is the public secondary for onward implementation of the budget activities (Okeyo et al., 2015). Also according to Weetman (2006), for an institution to function effectively there was need to have definite lines of communication so that all are informed of the plans and policies. Research in Kenya context indicates that a lot of resources are utilized in the administration of the budget process, it is worrying that targets are never realized (Nyaga, 2016). This was mainly because they are often based on unrealistic revenue projections not anchored on policy.

In Kenyan public learning institutions including public secondary schools, the performance of the budgeting system has, however, attracted mixed reviews with critics like Bammeke (2008), Adams (2009) and Abdullahi (2011) contending that the system is rigid and that the basis for preparing the budget could mislead the implementers while proponents like Ellis-Christensen (2010) justifying it on the grounds that continuous use of only certain budgeting techniques simplifies obtaining the data and requiring less time in its preparation. However, the shortfalls in the financial disbursement system in public secondary schools has not been fully investigated on how it affects budgeting system efficiency in public secondary schools in Nakuru County, Kenya and how it can be addressed. The present study, therefore, sought to determine the influence of finance disbursement framework on budgeting system efficiency in public secondary schools in Nakuru County, Kenya.

Objectives of the Study

The objective of this study was to determine the influence of finance disbursement framework on budgeting system efficiency in public secondary schools in Nakuru County, Kenya. The study was guided by the following hypothesis;

- **H_0**: Finance disbursement framework does not significantly influence budgeting system efficiency in public secondary schools in Nakuru County, Kenya

LITERATURE REVIEW

Implementation Theory

The pioneers of implementation theory, Pressman and Wildavsky (1973) define implementation theory in terms of a relationship to policy as laid down in official documents. According to them, policy implementation may be viewed as a process of interaction between the setting of goals and actions geared to achieve them (Pressman & Wildavsky, 1984). O'Toole (2003) defines policy implementation as what develops between the establishment of an apparent intention on the part of government to do something or stop doing something and the ultimate impact of world of actions. More concisely, policy implementation refers to the connection between the expression of governmental intention and actual result (O'Toole et al., 2012) which is a fitting description when viewed from the implementation of the public budget. Policy implementation, therefore, encompasses those actions by public and private individuals or groups that are directed at the achievement of objectives set forth in policy decisions. These includes both one-time efforts to transform decisions into operational terms and continuing efforts to achieve the large and small changes mandated by policy decisions.

The government can only see the efficacy of its policy statements through the implemented budget. For example, a policy on universal basic education is a statement of intent until a budget is drawn and implemented. It is through implementation reports that the effectiveness of the policy can be seen, in other words, implementation of the budget helps outlines the scope of the policy. In the context of the school financial management, the implementation theory can provide insight into how the policies of free and subsidized secondary are influenced by the financial disbursement framework. That is, how the effectiveness of the policy can be seen through the school budgeting system efficiency which is in turn influenced by the financial disbursement framework.

Disbursement Framework and Incremental Budgeting in Public Secondary Schools

Disbursement of funds is the most important aspect of project implementation. Disbursement is a critical aspect of project financial management

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since projects are modeled (Bagoole, 2011). Disbursement is a critical aspect of public financial management since public organizations are modeled on recurrent and capital budgeting principles and as such, all relevant cash flows associated with the undertaking must be ascertained with a fair degree of accuracy so that the desirable returns are achieved within the set time periods. Therefore, all decisions made during budget implementation invariably have financial implications, hence, the need for utmost care and diligence in arriving on the same (Odedukun, 2013).

Disbursement of funds may be defined as the release of funds from one entity, in this case the government, to an appointed beneficiary of the borrower, that is the public secondary for onward implementation of the budget activities (Okeyo et al., 2015). These funds are usually in form of direct transfers, grants or mixture of both (Kaguri et al., 2014). The disbursement process involves the government making a commitment to release funds after budget approval when the schools place requests for first disbursement, replenishment or direct payment. In Kenya, this is subjected to review by the Ministries of Education and Finance and subsequent approval for release of a specified quantity of funds.

The GOK lays its budget for approval in parliament in form of annual estimates in June each year. The document contains what GOK proposes to generate as income from sources such as taxes, proceeds from its businesses as well as expenditures for the year, that is, July to June (Magak, 2013). The estimates are prepared in a zero based budgeting system whereby allocations for the year are spent and the balance, if any, surrendered back to Treasury. This is the most preferred system by most GOK entities as it is not only simple to implement, but compatible with the cash basis of accounting. GOK factors donor funds in its annual estimates but this only relates to committed as opposed to approved funds since the former is easier to access than the later. This helps eliminate huge funds gap in the budget (Keng'ara, 2014).

Since independence in 1963, the secondary school financing has been increasing with an expansion in enrolment. For example, student enrollment in secondary schools increased from 30,000 in 1963 to 926,149 in 2004 with government spending up to 29 percent of total government budget on education sector in 1998 and has remained high at 27 per cent in the fiscal year 2004/2005 (Republic of Kenya, 2006). The expenditure on secondary education alone in 2004/2005, as a percentage of GDP and total education budget was 1.6 percent and 21.7 percent respectively (Ngware et al, 2007). Through the Bursary Scheme, which was introduced by the government, disbursements to secondary education have been on an increasing trend. In the FY1998/1999, Kshs.0.25 billion were disbursed and by the FY2005/2006, this had been increased to Kshs.1.428 billion (Oyuke, 2007). Between 2003 and 2008, donors and the government paid Kshs.28.3 billion for infrastructural improvement in schools (Republic of Kenya, 2008). The parents and communities too have been meeting a substantial proportion of the cost of secondary education. For example, before 2008, parents contributed up to 55 percent of the cost of secondary education (Ngware *et al.,* 2007).

Disbursement cycles still present significant challenges to the management of public expenditures including public secondary schools in the context of the present study. Disbursement of funds to public institutions and projects is often characterized by delays and this in most cases has a significant impact on their performance (Okeyo et al., 2015). However, as yet there is no consensus on how to define the delay from the Board approval to the first disbursement (Leurs, 2015). The AfDB defines, in its Annual Project Performance Review (APPR), the delay from Board approval to first disbursement as the average delay for all active (or on- going) projects in any given year (AfDB, 2009). Hence, a delay for say year 2008 will take into consideration all the ongoing projects and the average delay for these projects. This methodology has the advantage to estimate the average delay for all active projects. However, it does not capture efficiently annual trends in the delays or reforms that may be implemented by the Bank to improve project performance. For instance, a 10 year hold project that is still active and that had a long first disbursement delay, will still impact the average delay in 2007 or 2008 (Okeyo et al., 2015).

According to Adah and Mamman (2013), subvention delays affect the performance of budgets and this can also affect the incrementalism principles and advantages like operations expenditure control that leads to operational stability. Blocher et al., (2005) explain that the purpose of expenditure control is to maintain a cost of a product or service to within a realistic standard. Expenditure is said to be controllable if the management has discretion in choosing to incur it or can significantly influence its amount within a given, usually short period of time. Expenditure control involves all methodologies of controlling costs for efficient utilization of resources to achieve the objective of an organization. This is of critical importance in the management of public budgets such as those meant for schools where the disbursement cycles are usually long. Indeed, Ackom-Wilson (2016) recognizes that the longer the delay, the staler would be the data and the fewer the opportunities for corrections in the incremental budget.

A study by Adah and Mamman (2013) on the performance of incremental budgeting system in Nigerian public tertiary institutions found that challenges of implementation led to fewer institution adopting the incremental budgeting system and that inadequate among them delay in releasing subventions from federal government which was responsible for the budget implementation breakdown. In Kenya, the delay in disbursement of free secondary education funds is a challenge to the principals of public secondary schools (Mutembei, 2013). Such delays hinder effective running of schools and it puts principals in a very awkward position as most transactions settlement time would not be met. The financial year of the government ends in June and so the delay in financing is caused by delay in approval of such monies by parliament. However, principals may be forced to incur expenditure in vote heads like personal emoluments to take care of salaries. It is delayed payment of fees or non-payment that a compromise accounting for the revenue as proper planning is compromised (Magak, 2013). Because of these delays, in 2011 the MoE had tried to establish a formula to make fund disbursement more regular and clear: 50 per cent first term, 30 per cent second term and 20 per cent third term. However, delays in disbursement still pervade the education system.

For instance, a study carried out by Mito and Simatwa (2012) on challenges faced by newly appointed principals in the management of public secondary schools in Bondo district, Kenya established that delays in disbursement of free secondary education funds was a significant challenge to the budgetary process. School budgets are done and approved by the Board of Governors, Parents Teachers Association and the District Education Boards late in the year. Expenditure in all vote heads commence at the beginning of each year. However, delay in disbursement means expenditure has to be incurred in excess in some vote heads. Subsequently leading to mismanagement and misappropriation of funds.

Similarly, Magak (2013) investigated challenges facing head teachers in financial management in public secondary schools in Kisumu East Sub-County. The study established that delays in disbursement of free day secondary funds affects the preparation of the budget, with majority of the principals citing that it leads to shortfalls in finances hence compromising timely budget implementation. Further, the study found that these delays created uncertainties in procurement of goods and services as it leads to delays in payment of creditors and non-teaching staff. The study further established that such delays occasion underfunding of some vote heads, and encouraged conflict between suppliers and the head teachers. Delayed disbursement was noted to lead to use of cash in instances where suppliers were reluctant to supply and local purchase of goods done in piecemeal.

Inconsistencies and unpredictability of amounts to be disbursed implies that budgetary implementation is compromised. Students are also sent home to solicit for school fees to manage the delays. Cash flow issues were noted to interfere with budgetary implementation by bursars and accounts clerks. Updates of enrolment of students were also not factored by the Ministry of Education, hence prompting interference in budgetary accountability. According to the New Policy of FSE, the Government pays Kshs. 10265 per student annually as tuition fees (MOE, 2009). This leaves day scholars with uniforms, building and activity fees to pay. Their boarding counterparts however pay a maximum of Kshs. 18265 to meet the extra requirements (Kimani, 2008). This study is supported by a study by Rotich and Kipkoech (2012), in which they noted that high enrolments compromises reliability in disbursement of funds and subsequently the budgetary process.

Mukirae et al., (2014) carried out a study on the use and usefulness of school grants in Kenya. The study found that delays in disbursement of the grant emanated mostly from the MoE, while in other cases there are bank related problems. The head teachers noted that when the grant was delayed for a long time, they had no choice but to ask parents to buy the necessary instructional materials for their children, such as exercise books and pens. Other schools reported that they are forced to sign memoranda of understanding (MoUs) with their workers to work without pay for the duration of the delay and agree to be paid a lump sum once the grant is received. Such delays cause inconvenience as the schools may lack essential supplies and are also stressful for head teachers as it led to breaches in the law when they were forced to secure goods on credit. Receiving goods on credit is not only against the Public Procurement Act but also eliminates competitive bidding by suppliers which could result in schools paying more for the goods.

Kaguri et al., (2014) examined financial management challenges facing implementation of free day secondary education in Imenti North District, Kenya. The study reported that government funds are not remitted on time and all the schools had devised strategies to cope with such delays. They also indicated 100% that these delays influenced implementation of FDSE and the funds provided by the government were inadequate to meet school needs throughout the year. It was noted that 98.8% had to adjust their budget, 96% subsidized with PTA funds, 97.2% sought CDF funding, 80% purchased goods and services on credit, 74% held fundraising while 54% opted to seek donor funding and 46% used other strategies to cope with inadequacy.

The studies have done so far have not successfully linked disbursement frameworks with the budgeting system performance in public secondary schools.

METHODOLOGY

Research Design: This study was conducted using descriptive survey design (Nardi, 2018) which was the most appropriate since the present study was concerned with the influence of management support on budgeting system efficiency in public secondary schools Nakuru County from the perspective of various budget actors in the school system, the descriptive survey research design.

Target Population: Nakuru County has 240 public secondary schools (Nakuru County Ministry of Education, 2017). The schools vary in size and composition in terms of gender of the students. They are also categorized as either day or boarding schools. Therefore, the study targeted 240 public secondary schools in the county from which the accessible population were the schools' bursars.

Sample Size and Sampling Techniques: Since the accessible population is large enough to warrant the use of simple ramdom sampling, the study adopted the formula proposed by Nassiuma (2000) to calculate the required sampls size thus;

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

Where n = sample size, N = population size, c = coefficient of variation (≤ 50%), and e = error margin (≤ 5%). In this study c was taken as 50%, e to be 4% and N = 240, therefore, fitting this into the formula:

$$n = \frac{240*(0.5)^2}{(0.5)^2 + (240-1)*(0.04)^2} = 94.877 \approx 95$$

The right sample size for the study, therefore, was 95 respondents. This formula enabled the minimization of error and enhance stability of the estimates (Nassiuma, 2000). Purposive sampling was used to sample the school bursars. The use of the sampling method as opposed to other sampling designs was informed by the need for respondent specificity and also the need for introducing randomness (Walliman, 2017).

Research instruments: Questionnaires were used in this study to collect data. They were preferred because of their ability to reach a wide population such as those normally encountered in survey studies easily and conveniently.

Piloting: The study used the questionnaire after pilot testing it for correctness and accuracy on 10 non-participatory respondent sample in two public secondary schools in Kericho County which also has similar characteristics to Nakuru County. To ascertain validity, the instrument was assessed for content and construct validity and, as such, was subjected to analysis by the researchers supervisors at the university. They enhance reliability of the instrument. In order to improve the reliability of the instrument, the research employ the internal consistency method. This was done by calculating the Cronbach's alpha coefficient for the questionnaire from the results of the pilot study.

Data Analysis Techniques: Data analysis was done using simple descriptive statistical measures such as, mean, standard deviation and variance to give glimpse of the general trend. In addition, correlation analysis was used to determine the nature of the relationship between variables at a generally accepted conventional significant level of P ≤ 0.05 (Sekaran & Bougie, 2016). In addition beta values from the Multiple regression analysis was employed to test the hypotheses. The Statistical Package for Social Scientists (SPSS) was used for the analysis.

RESULTS AND DISCUSSION

The findings of the study were presented in this chapter. The results were interpreted and also discussed according to pertinent literature.

Disbursement Framework in Public Secondary Schools

The objective of the study was to determine the influence of disbursement framework on budgeting system efficiency in public secondary schools in Nakuru County. This objective was determined by posing several statements related todisbursement cycles, disbursement timing and disbursement intermediaries. The findings are presented in Table 1.

Table 1: Disbursement Framework in Public Secondary Schools

Statement	SA Freq(%)	A Freq(%)	N Freq(%)	D Freq(%)	SD Freq(%)	Mean	Std. Dev
Funds disbursement cycles always lags and affects our budget operations	5(6)	70(83)	4(5)	4(5)	1(1)	3.88	0.629
It is very difficult to align the school budget to disbursement cycles	9(11)	45(54)	5(6)	17(20)	8(9)	3.60	0.576
The timing of the disbursement considerably affects our budget preparations	8(23)	15(43)	5(14)	4(11)	3(9)	3.38	0.774
Funds are not always availed in time	2(2)	14(17)	7(8)	52(62)	9(11)	2.81	0.835
We try to ensure that our allocated funds are disbursed to the relevant school departments in good time	17(20)	32(38)	28(33)	5(6)	3(3)	3.66	0.946
The number of intermediaries during disbursement affects our budget implementation	14(17)	48(57)	17(20)	3(4)	2(2)	3.83	0.838
Sometimes the banks fail to release the monies meant for the schools in good time	9(11)	49(58)	11(13)	11(13)	4(5)	3.57	1.009
Aggregate						**3.533**	**0.801**

The results in Table 1 suggest that there was moderate agreement with the statements describing the influence of disbursement framework on budgeting system efficiency in public secondary schools in Nakuru County as indicated by aggregate mean 3.533 and standard deviation 0.801. Specifically, the results indicate that funds disbursement cycles always lags and affects the budget operations in most schools (M = 3.88, SD = 0.629). As a result, it is also very difficult to align the school budget to disbursement cycles (M = 3.60, SD = 0.576). The timing of the disbursement also considerably affects the schools' budget preparations (M =3.38, SD = 0.774). The funds for running the schools were not always availed in time (M = 2.81, SD = 0.835). Other findings indicate that the school managers tried to ensure that the funds allocated in their budgets were disbursed to the relevant school departments in good time (M = 3.66, SD = 0.946). Most respondents were also of the view that the number of intermediaries during disbursement affects their schools budget implementation (M=3.83, SD = 0.838). Sometimes the banks fail to release the monies meant for the schools in good time (M = 3.57, SD = 1.009).

Budgeting System Performance in Public Secondary Schools

The study also sought to determine the status of Budgeting System Performance in Public Secondary Schools in Nakuru County. The the status of this variable was described in terms of planned and variances, liabilities and adequacy of funds for programs. These results are presented in Table 2.

Table 2: Budgeting System Performance in Public Secondary Schools

Statement	SA Freq(%)	A Freq(%)	N Freq(%)	D Freq(%)	SD Freq(%)	Mean	Std. Dev
There is adequate allocation of resources for all activities in our school	9(11)	18(21)	2(2)	46(55)	9(11)	2.62	0.859
Projects are completed in time according to the planned budget	14(17)	19(23)	2(2)	47(56)	2(2)	2.84	0.824
Our school has accrued less debts in the last 2 years compared to past	12(14)	18(21)	0	50(59)	5(6)	2.81	0.752
There are fewer incidences of misappropriation of funds in our school	9(11)	9(11)	17(20)	43(51)	6(7)	2.68	0.814
We experience fewer budget variances due to our strong implementation policies	1(1)	41(49)	16(19)	26(31)	0	4.10	0.738
We ensure accurate valuation of vote heads for cost effective procurement of learning materials and equipment	4(5)	49(58)	13(16)	18(21)	0	3.95	0.752
We only purchase correct pre-Prescribed learning materials and equipment thus availing the true items required during procurement of school materials and equipment	5(6)	38(45)	23(27)	13(15)	6(7)	3.28	0.834
Aggregate						**3.497**	**0.769**

Looking at the results in Table 2, it is evident that of Budgeting System Performance in Public Secondary Schools in Nakuru County was moderately rated by majority of the respondents (Aggregate mean score = 3.497; S. Dev. = 0.769). The findings also indicate that there was inadequate allocation of resources for all activities in most schools (mean = 2.62). Most schools did not have their projects completed in time according to their planned budgets (mean = 2.84). Further, most schools had accrued less debts in the last 2 years compared to the past (mean = 2.81) and majority experienced incidences of misappropriation of funds (mean = 2.68). Most schools also reported experience fewer budget variances due to our strong implementation policies (mean = 4.10). The schools budget officials ensured accurate valuation of vote heads for cost effective procurement of learning materials and equipment (mean = 3.95). Most schools only purchased correct pre-prescribed learning materials and equipment thus availing the true item required during procurement of school materials and equipment (mean = 3.28).

Inferential Statistics

Bivariate regression analysis was caried out to evaluate the relationships between the dependent and independent variable. The results were then used to test the corresponding hypothesis stated for the study. The decision rule was to accept the hypotheses if the corresponding p-values was greater than $p > 0.05$. The findings are summarized in Table 3.

Table 3: Regression Analysis

Model Summary	R	R Square	Adjusted R Square	Std. Error of the Estimate		
	.443	0.1962	0.1747	6.9428		
ANOVA		Sum of Squares	df	Mean Square	F	Sig.
	Regression	910.557	1	910.557	18.889	.000
	Residual	3952.673	82	48.203		
	Total	4863.23	83			
Model Coefficients		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	9.676	2.013		4.807	0.000
	Finance disbursement	0.578	0.185	0.443	3.124	0.000
	a Dependent Variable: Budget System Performance					

Table 3 shows that the overall model adjusted R^2 is 0.1747 which suggests that the model could explain up to 17.5% (Adjusted R-Square) of the variations in the dependent variable the rest of the variation being explained by the variables not fitted in the model. The F-statistic in the ANOVA is 18.889 with a P value of 0.000 < p = 0.05 which implies that the explanatory variable (Management Support) is significant in explaining variations in the dependent variable. In addition, the findings on the model coefficients suggest that Finance disbursement framework had a significant and positive relationship with Budget System Performance in public secondary schools Nakuru County, Kenya ($\beta = 0.443$; $p \leq 0.05$). This shows that a unit increase in Finance disbursement framework will lead to a + 0.443 increase in standard deviations in variations of Budget System Performance in public secondary schools Nakuru County, Kenya. Consequently, the null hypothesis tested under;

H_0: Finance disbursement framework does not significantly influence budgeting system efficiency in public secondary schools in Nakuru County, Kenya

was rejected on the basis of the results from the regression analysis indicating that there was indeed a significant relationship between the two variables ($\beta = 0.443$, $p < 0.05$). Subsequently, the view that management support does significantly influence budgeting system efficiency in public secondary schools Nakuru County was adopted.

Discussions

The descriptive findings on the financial disbursement framework imply that the disbursement of fund to the schools presented a considerable to the budgeting systems and would result in inconsistencies when implementing the schools' budgets. For instance, the finding that funds disbursement cycles always lags and affects the budget operations in most schools agrees with Adah and Mamman (2013) who observed that subvention delays affect the performance of budgets and this can also affect operations expenditure control that leads to operational stability. The results also indicating that the timing of the disbursement considerably affects budget preparations and that as a consequence, it was also very difficult to align the school budget to disbursement cycles concurs with Mutembei (2013) who found that the delay in disbursement of free secondary education funds still presents a significant challenge to the public secondary schools as such delays hinder effective running of schools and it puts the schools management in very awkward positions as most transactions settlement time would not be met. The findings are also consistent with Magak (2013) findings in Kisumu East Sub-County that established that delays in disbursement of free day secondary funds affects the preparation of the budget, with majority of the principals citing that it leads to shortfalls in finances hence compromising timely budget implementation. The current, therefore, confirms that delays in funds disbursement to schools still pervade the public secondary education system.

It is evident from the descriptive findings on the schools budget system performance that the schools were not adequately funded and as such they were at times experiencing resource constraints. According to Hawkesworth and Klepsvik (2013), the funding level from the government was grossly understated over the years. As a result, over the years, public institutions in Kenya have operated on a deficit budgets. This has forced the learning institutions to reduce the allocation to the user department and, thus, the implementation of the budget has been a challenge to the public institution. The accrued debts and variances reported could be also be as a result of the incompetency of the schools budget officials and lack of an proper internal auditing system. According to the Ministry of Education, the Boards of Management of secondary schools are accountable for the standards of education provided and for balancing cost and effectiveness (GoK, 2013). However, their incompetency in financial matters especially in the areas of budgeting has not been well addressed in the past. Kahaviza, Kisiangani and Kukubo (2015) also found out that there were no proper internal auditing set up in schools and that government auditing was irregular and therefore school funds could have been misappropriated.

Further, the findings on the regression analysis agree with Mihret and Yismaw (2007) who established that there is a positive relationship between top management support and budget performance effectiveness. According to Kibua et al (2008), the abnormal high cost of secondary education is partly due to poor governance of schools.

CONCLUSIONS AND RECOMMENDATIONS

The study concluded in relation to the first objective that disbursement framework significantly influenced budgeting system efficiency in public secondary schools in Nakuru County. The disbursement of fund to the schools presented a considerable to the budgeting systems and would result in inconsistencies when implementing the schools' budgets. The results suggested that funds disbursement cycles always lag and affect the budget operations in most schools. As a result, it is also very difficult to align the school budget to disbursement cycles. The timing of the disbursement also considerably affects the schools' budget preparations. The funds for running the schools were not always availed in time. Other findings suggested that the school managers tried to ensure that the funds allocated in their budgets were disbursed to the relevant school departments in good time. Concerning Disbursement Intermediaries, the study suggested that most respondents were also of the view that the number of intermediaries during disbursement affects their schools budget implementation. Sometimes the banks fail to release the monies meant for the schools in good time.

The study, therefore, made the following recommendations with regard to the study findings.There needs to be substantial policy changes in the disbursement framework to foster better correspondence between the government and other public secondary school sponsors and the implementing agencies on the modalities influencing fund disbursement so as to avoid costly delays. Delays in disbursing funds are sometimes costly to the project implementation and, therefore, contingencies must be put in place to mitigate these costs.

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