GREAT JOURNS

Journal of Project Management 3(6) August, 2021

The Influence of Banking Facilities on Completion of Early Childhood Development Projects in Keiyo North Sub County, Kenya

[1]Mary Jemutai Kipchumba

Masters of Arts Degree in Project Planning and Management

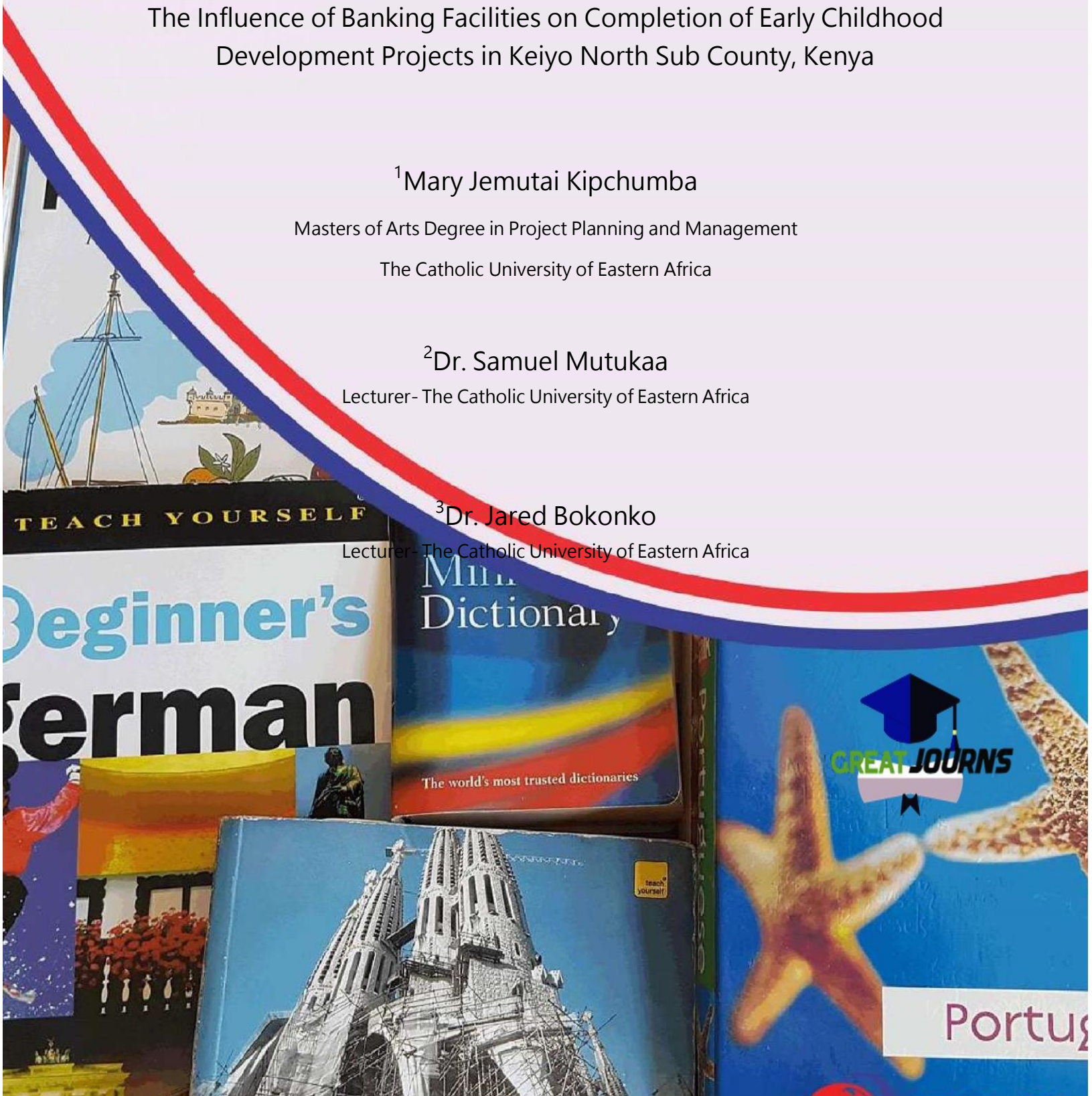
The Catholic University of Eastern Africa

[2]Dr. Samuel Mutukaa

Lecturer- The Catholic University of Eastern Africa

[3]Dr. Jared Bokonko

Lecturer- The Catholic University of Eastern Africa



ABSTRACT

This study investigated the influence of Banking Facilities on Completion of Early Childhood Development Projects in Keiyo North Sub County, Kenya.This scenario is likely to affect the performance of ECDE infrastructure development projects. It was guided by the following research questions; to what extent does an audit requirement influence completion of early childhood development projects in Keiyo North Sub County? To what extent does a budget approval influence completion of early childhood development projects in Keiyo North Sub County? What is the influence of banking facilities on completion of early childhood development projects in Keiyo North Sub County? and to what extent does financial reporting influence completion of early childhood development projects in Keiyo North Sub County?.The study was based on agency theory, resource dependency theory and institutional theory. The study adopted ex post facto research design. The target population for this study was 127 respondents who include 61 head teachers, 61 ECDE teachers and 5 QASO officers. The study relied on a structured questionnaire as the main tool for data collection. The data obtained from the study was analyzed using descriptive and inferential statistics. In descriptive statistics the study used frequencies, mean and standard deviation while in inferential statistics the study used multiple regression model and Pearson moment correlation. The findings indicated that banking facilities (β =

0.207; $p < 0.05$), were significant factors that influence completion of early childhood development projects. It was concluded that banking facilities influence completion of early childhood development projects in Keiyo North Sub County. It was also indicated from the regression equation, for each unit increase in banking facilities there is a unit increase in completion of early childhood development projects in Keiyo North Sub County. In addition, the government should put in place effective financial reporting policies to safeguard ECDE development infrastructure projects from stalling; those who float the policies should be taken severe action.

Key Words: *Banking Facilities, Completion of Early Childhood & Development Projects*

1.0 INTRODUCTION

The Regional Early Childhood Development Policy Review Seminar; sustainable policies (2009), says that policy makers, service providers and communities must ensure access to human resources, organizational resources and financial resources to sufficiently address the policy development process and the gap between the policy adoption and implementation. Britto, Cerezo, and Ogbununga, (2014), assert that to improve the sustainability of ECDE policies, stakeholders must consider all aspects of policy process. Eggers and Leary, 2014), also point out that a good idea, strong policy design, political and public supports are required in adopting the policy and strong implementation. They believe that the basic elements are like a chain where every step in the process must work. Occurrence of failure of any step causes a shortfall. It has also been pointed out that weakness in any of the basic elements in policy implementation process increases the chances of policy failure (Policy Review Seminar in Singapore 2009). The basic requirements according to this paper include definition of clear governance in the pointing out the partners, provision of consistent and innovative financing and funding, creating valid and reliable monitoring and evaluation mechanism and identifying measurable goals and outcomes and conducting an initial needs assessment to support the policy planning process among other things.

UNDP (2013) observes that bank reconciliation is conducted through reconciling monthly bank statements of special accounts with expenditure reports. The impact of such measures is that the accuracy of the provincial information contained in the reports is approved. Thus, availability of bank systems that regularly give information to facilitate bank reconciliation is crucial. Rono (2018) in her study on the factors influencing the project sustainability notes that NGOs should ensure separate accounting data is maintained for each project. This ensures that all financial data relating to project is tracked to the bank records.

Gabrijelcic, Herman and Lenarcic (2016) studied the impacts of financial debts and the foreign funding on learning institutions performance prior to and in times of the current crisis. The study used a large panel of institutions in Slovenia. The study found a considerable negative effect of debt on the institutions' performance and also that institutions with some foreign leverage performed healthier averagely than those firms that rely entirely on domestic financing. Concurrently, these firms suffered a huge decline in their performance if the total debt was raised.

1.1 Statement of the Problem

In Kenya, a critical analysis of the performance of ECDE infrastructure projects depicts a worrying trend, through: socio economic practices, lack of transparency and accountability which leads to corruption and other related malpractices (UNESCO 2020). This scenario is likely to affect the performance of ECDE infrastructure development projects and more sothose living in rural areas. Incomplete projects, triggers a vicious cycle wherein substandard ECDE infrastructure development projects are constructed and this in turn discourages potential funders. For example According to Controller of Budget, Nakuru county allocated Sh158 million for building ECDE centres in financial years 2013/14 and 2014/2015. In Kabatiki ward, nursery classrooms started in 2013/14, including in Muriundu, Murungaru, St John's and Limuko primary schools, have stalled at the lintel stage. Wangila (2017) indicated that barely two years since EDCE construction projects started in Uasin Gishu county, some classrooms already had cracking walls and chirped floors that need immediate attention for welfare of learners. A study done by the Bomet County Government (2018) indicated that ECDE infrastructure projects indicate substandard work. Citing an example of the floor of Kapkechui ECDE classroom built in 2013/14 is already cracking and the roofing materials used are not of the recommended standard and have not been installed correctly. "Painting has not been done as required. Despite their greater role, the disbursement of funds ECDE projects experience delays leading to uncertainty

in project implementation. Keng'ara (2014) notes that due to that, implementation delays, the projects are never completed on time thus prompting request for extension of time. Completion of projects in a timely manner is a crucial factor and an indicator of projects' success.

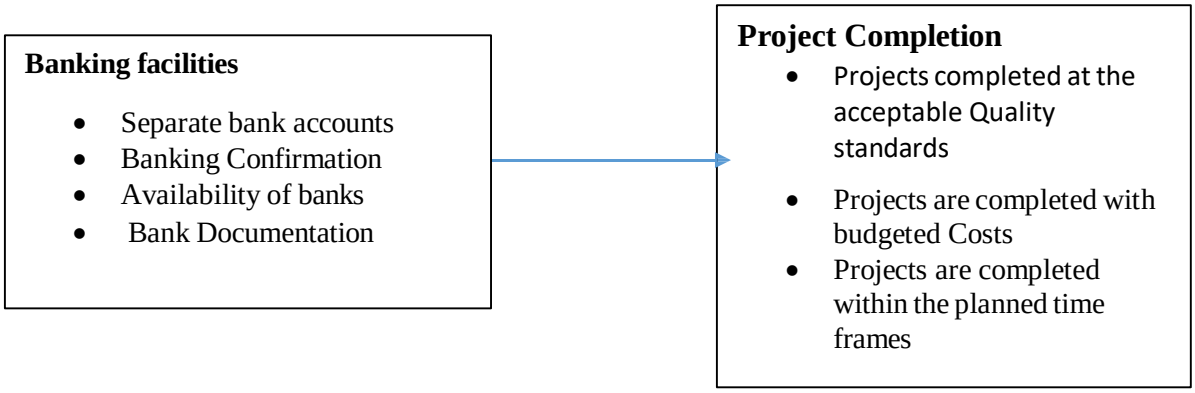
Many of the researches conducted have focused on mega projects which have massive allocation of resources. Not much is understood about small and middle size projects like ECDE infrastructure development projects. For example, Nyangau, (2017) examined the influence of project monitoring and evaluationactivities on the performance of Early Childhood Development Education infrastructure projects in Trans Nzoia West sub county primary schools**.** Wangila (2017) examined the challenges facing the implementation of Early Childhood Development and Education policy in Bungoma County, Kenya. Odundo (2018) focused on determining infrastructural facilities that influenced ECDE enrolment during the first three years of devolution, viz. 2013/14, 2014/15 and 2015/16. It is therefore clear that no specific study has been done on to investigate the influence of resource disbursement on completion of early childhood development projects despite the massive financial resources allocated and channeled towards the same infrastructure projects. This study is therefore sought to assess the influence of resource disbursement on completion of early childhood development projects in Keiyo North Sub County with the aim of enhancing management and completion of early childhood development projects.

1.2 Purpose of the Study

The purpose of the study was to investigate the influence of Banking Facilities on Completion of Early Childhood Development Projects in Keiyo North Sub County, Kenya.

1.3 Conceptual Framework

Independent Variable **Dependent Variable**



11: LITERTAURE REVIEW

Financial resources that will be needed to carry out M&E should be planned for and set aside before the project starts being implemented (UNDP, 2009). The availability of finances will determine what can be achieved as far as implementation, strengthening and sustainability of monitoring and evaluation system is concerned (UNAIDS, 2008a). A key aim of planning for M&Eis to approximate the costs of hiring staff and for making available resources required for M&E work. It is crucial for monitoring and evaluation professionals to assess the monitoring and evaluation budget needs when designing the project in order to allocate funds to the implementation of key monitoring and evaluation tasks (Chaplowe, 2008). The managers of a program need to know the percentage of the total budget that should go to monitoring and evaluation. No formula has been proposed although 3 to 10percent is considered appropriate by the various donors (IFAD, 2002). In practice caution should be exercised so that the M&E budget is not too little as to give results that are not accurate and credible, or so big that it interferes with the program (Zaltsman, 2014).

The project budget must always clearly identify and put aside money for M&E. In monitoring this should as well be separated from the other project's funds so that M&E is recognized for its important role in project management (McCoy, 2005; Gyorkos, (2003). The budget should account for about 5 to 10 percent of the actual budget (AIDS Alliance, 2006; Kelly and Magongo, 2004; IFRC, 2001).

The Program Evaluation Standards James (2011) also indicates that, evaluation planning budget could certainly be more carefully estimated and actual expenditure on the evaluation more carefully monitored. The problem of cost overruns during evaluation has been raised up by several evaluators. Smith andChircop (2010) say that quality systematic learning carries a cost implication. Financial resources will always be required to compensate people for the time they spend, for the support of systems for supporting information, training, transport and so forth. It should also include labour cost, focused labour input, training and study tours for raising the level of knowledge on M&E and non-operational costs like stationery, meetings, allowances for primary stakeholders and project implementers. In the recent past donors have put emphasis on ensuring that monitoring and evaluation is budgeted for before approving any proposals for funding. In contrast, implementing agencies put little or no emphasis at all towards M&E and most of them try to resist having structures that can support M&E in their organizations.

If fewer resources are applied to an activity, there shall be slowed growth while too many resources will result in redundancy and therefore less productivity. Resources therefore should just be enough (Lee et al., 2007). Substandard M&E is usually the result of lack of adequate resources. Therefore such resources must be factored in the total cost of the project at the time of planning, and not as additional cost. (UNDP, 2012).

This is in line with Mugo (2014) findings on a study of Monitoring and Evaluation of Development Projects and Economic Growth in Kenya. The study revealed that the amount of budgetary allocation for monitoring and evaluation was also found to be a positively significant determinant of M&E system implementation in development projects. An additional amount of budgetary allocation on monitoring and evaluation in development project is likely to increase the probability of M&E system implementation significantly by 13.13% holding other factors constant. This implies that an extra amount of money allocated for project M&E leads to an increase in the likelihood of M&E system implementation in development projects

Although evaluation and monitoring is done together due to its interrelatedness, the financial allocation for each should be done separately i.e. there should be different lines of budget for each and this should be agreed with partners at the inception stage. This will be helpful to UNDP and other partners in creating a realistic budget, thus eliminating the risk of inadequate funds for M&E at the close of the project (Kusek & Rist, 2012)

M&E costs for projects can easily be identified and factored in the budget. Looking for and getting monetary resources for M&E of results is sometimes challenging, since no project can directly absorb such costs (UNDP, 2012). According to the UNDP handbook for monitoring and evaluation the most common way of raising finances for M&E is to identify similar projects and raise funds from them. Other ways include creating an independent M&E fund that will attract resources from all the participating projects through contribution to this kitty. This kitty could be part of the same entity that takes care of the program. Another way is to send requests for funding directly from partners. Another alternative is to put aside funds each year, dedicated to the M&E activity.

The ECD sub-sector in the past has received only a small proportion of overall funding from the Ministry of Education. In the 1980s it received less than 0.1%, even though the ministry had taken over responsibility for the ECD centres. However, government spending on the ECD began to increase in the 1990s and more particularly during the World Bank Project (1996/97 – 2003/04). It was between 0.5% and 0.8% of the overall education budget (UNESCO/UNDP, 2006). Between 1997 and 2002, the World Bank supported five components in ECD that was: Improved Teacher Performance, Community Support Grant, Health and Nutrition, Transition and HIV/AIDS in selected district. This increased funding for ECD subsector (UNESCO/UNDP, 2006).

UNESCO (2014) notes that Tanzania's ECDE project was under Asha Mohammed Ahmed. She was the Project Director for Zanzibar's Aga Khan-supported Madrasa Resource Centre (ZMRC). Her project focused on capacity building for Madrasa Preschool Program's (MPP) Community Resource Teams (CRTs) in Zanzibar. The MPP had gone through two phases with the aim of supporting poor communities to establish, manage and own quality preschools. During this time, there had been capacity building for different sectors of communities. However, there was no support system. This project described the process of empowering CRTs who were to be responsible for ensuring that the existing technical expertise in communities was sustained. Ahmed's major project describes training and support given to CRTs in order to affect these objectives. This includes centre- and site-based training for CRTs, monitoring and evaluation (M&E), as well as developing support materials for use by communities and CRTs.

Financial support is the in thing for any important programme to assume shape. ECD investments should be increased to expand service coverage, improve services, and ensure they are sustainable, high in quality and cost-effective. Indicators measuring investments as inputs and their outputs and outcomes should be included, (Vargas- Baron, 2013). Early Childhood Education receives very little funding in Kenya. Manoj, (2011), has observed that funding in Kenya is only through payment of ECDE teachers' trainers. The parents who have been the main sponsors of the programme run many ECDCs. Parents are supposed to pay fees for their children. It is out of these funds that the teachers of ECDE are paid, facilities acquired and any other necessary resources be availed to the teachers. Because of poverty and even negativity of attitude towards the programme, many parents do not pay these services and hence making it difficult for the learners to access quality education, (Manoj, 2011). He also associates high costs of ECDE and Primary education provided by Private ECDCs and primary schools to have posed a big challenge to learners in public ECDCs and public primary schools. They cannot afford the amount and hence still get poor quality education from institutions that are not well funded.

According to white paper on Education and Training (2015), inadequate funding of ECDE for Black communities has resulted in ECDE in these communities to be characterized by lack of financial resources for salaries for practitioners, equipment and food for children. It has also lead to de-motivation of ECDE staff and high turnover of non-formally trained ECDE practitioners. Leslie, (2014), in his article "Early Childhood for all; the Economic Impacts of Child Care and Early Education", says that in the time of scarce resources, the care and education of young children will continue to fall to the bottom of the priority list until there is a shift in the public about the economics of raising the next generation. He asserts that quality education for early childhood is too vital to be brushed aside as a social service, too expensive to consider in tight budgetary times. Investments in quality childcare and early childhood education do more than pay significant returns to our future citizens and they benefit taxpayer and enhance economic vitality.

The funding challenge has led to re adjusting certain activities such as completion of the costing study introduction of ECD associates requiring considerably longer preparation time than expected. The white paper of education (2010-2014) has considerably revisited the timeframes outlined in the ECDE policy implementation, (Otieno, and Colclough, 2014). Lack of support for Early Childhood Education (ECD) has led to the transfer of early childhood lessons to the primary section because many parents are not willing to pay any money for ECD while FPE is free, (Kariuki, 2014).

Yulu, (2013) in her article said that the Ministry of Education had released Kshs. 1.6 billion for disbursement in financing of Early Childhood Development and Education (ECDE). This followed the Government's commitment as per the new Constitution to provide free education for all Kenyan children. The funds which were the first phase of disbursement that term would enable about three million ECDE pupils get capitation grants of ksh 1,020 each. The then Ps for education Prof. George Godia said that in order to assure quality and competent teaching in nursery schools, the Ministry had requested the Treasury for Kshs.6.7 billion to recruit 25,000 ECDE teachers to manage the Early Childhood Development Education. Prof Godia confirmed adding that there was need to strengthen the quality of teaching at the foundation stage for young learners to guarantee their successful graduation in higher classes.

Otieno, and Colclough, (2014) in their article "Financing Education in Kenya: Expenditure, outcomes and the Role of International Aid," Kenyatta University and University of Cambridge acknowledges that Kenya has done very little as far as funding of ECDE is concerned. They say that ECDE, Special Education and Technical Education have always received the least attention. The small share for Special Education arises from fewer institutions while ECDE is due to low priority, given that the number of ECDCs in the country is larger than the number of Primary schools, which receive quite a large portion of funding. A lot of attention and allocation has been directed towards Universities and Primary schools due to FPE. They also assert that External Support to education has played a very significant role in meeting the expenditure especially of the neglected sectors and subsectors. Funding from these bodies might not be high proportion but aid has often provided the only significant source of funding for specialized programmes such as NFE and ECCD that receives little government attention. Kariuki, (2014) has observed the fact that despite the great essence that ECDE carries, the government has always concentrated to offering FPE. Despite FPE, lack of support for ECDE has led to the transfer of Early Childhood lessons to the Primary section because many parents are not willing to pay any money for ECD while there is FPE.

In Kenya, Rotumoi and Too (2012) investigated the influence of resource availability on the choice of teaching methodologies by pre-school teachers in Baringo District. The data analysis revealed that availability and adequacy of space and number of ECDE children had a great influence on the teaching methods teachers adopted. Inadequate finance, poor storage facilities and lack of commitment were sighted as reason for failure of the use of child centered methods of teaching. In addition, most rural pre-school centres were managed by primary school teachers who showed less concern. Nonetheless, the new constitution in Kenya devolved the management of ECDEs to the county governments which were expected to handle such issues according to local situations. It was this consideration that informed comparison of quality of ECDE in the four counties of Kenya.

Githinji and Kanga (2011) sought to analyze the current issues facing ECDE in Kenya. Findings revealed that ECDE is currently facing challenges related to the following: funding, policy formulation, low participation rates of target age groups including special learners, lack of curriculum content informed by research based data, inadequate qualified educators, lack of schemes of service for educators, rising number of orphans, conflict in medium of instruction among others. Still, comparison of quality of ECDE among county governments was deemed necessary in the present dispensation in Kenya. This was the drive which guided this study.

Ndege (2016) investigated influence of monitoring and evaluation tools on performance of women empowerment projects in Changamwe constituency, Mombasa County. The study was based on five research objective: Examine the extent to which the use of a budget influences the performance of women empowerment projects, establish the extent to which the use of a strategic plan influences the performance of women empowerment project, determine the influence of stakeholder analysis on performance of women empowerment projects, assess the extent to which the use of a logical framework influences performance of women empowerment projects, determine the extent to which the use of an indicator matrix influences the performance of women empowerment projects. The study applied descriptive research design and used disproportionate stratified random sample to select the sample. It was found out that M&E budget is key in realizing the goals and performance of M&E and generally the project in general. The study was very elaborate on looking at monitoring and evaluation budget in relation to CDF funding in Changamwe, but budget is just one of the many elements of Monitoring and Evaluation planning. In addition it may be that other women empowerment projects in other parts of the country experience different or similar challenges.

Phiri (2015) in is examine on assessing the impact of M&E on project performance at African Virtual University (AVU) contends that mid-term audits, project completion reports and other evaluations judge progress to a great extent in view on comparisons with the information from the Baseline Study. Some of the objectives studied include: to evaluate the impact of monitoring and evaluation training on performance of projects; to decide how baseline surveys impact performance of project; and build up the impact of data frameworks on project performance. The methodology used in the study was through a mixed research design of ex-post facto and survey. Finding of the study presumed that baseline survey has positive impact the management of the AVU system. This investigation emphasized only on effects of baseline survey on virtual University which leaves exploration on others fields open for research.

Rogito (2010) conducted an investigation assessing the impact of Monitoring and Evaluation on project's execution as an instance of Youth Enterprise Development Fund in Marani District Kenya. The goals of the research were to set up how trainings in M&E by implementers impact execution of youth projects, to research the degree to which (M&E) gauge overviews done before usage of a task impact execution of youth ventures, investigate how baseline surveys of

M&E designs impact execution of youth project and to investigate systems that can be utilized to enhance performance of youth projects. The study was conducted through descriptive Design. The study found out that baseline studies are to great extent not done .The study was majorly looking at baseline survey as on youth projects which leaves other sectors of economy for study.

111: RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

To address the research problem, the researcher used an ex post facto research design. This design was preferable for this non-experimental research since it requires the description of what has happened, what is happening and phenomena as they are. The ex post facto descriptive research design, thus applied to this study since it is the appropriate design for examining the relationships among such variables over some specified time holding factors constant by judicious selection of respondents to allow for sound and unbiased description of phenomena.

3.2 Target Population

The study targeted all head teachers and ECDE teachers and QASOs in public pre-schools in Keiyo North Sub County. This is because they are the main stakeholders in pre-school education. Keiyo North Sub County had 61 public pre-schools (Keiyo North Sub County Education Office, 202020). Each school had one head teacher giving a total of 61 head teachers. There were also 61 pre-school teachers and 5 QASOs officers. This is indicated in Table 3.1

Table 3.1 Target population

Cadre	Total Population
Head Teacher	61
ECDE Teachers	61
QASOs officers	5
Total	**127**

Source: (Keiyo North sub county Education Office, 2020).

3.3 Description of Sample and Sampling procedure

A census of all the teachers, head teachers and QASOs officers was conducted. This is because the population of these groups of respondents is small (127). Orodho (2005) suggests that in a small population, census technique can be employed in data collection. Census research technique involves a complete enumeration of all the items in a population. Unlike a sample survey, in which only a subset of the elements is selected for inclusion and enumeration, a census generally does not suffer from sampling error. Therefore all the 127 respondents were included in the study.

3.4 Description of Research Instruments

The study used primary data in which data was collected using a structured questionnaire. The questionnaire was designed with closed ended questions on a likert scale of five levels (Cohen, Manion and Morrison, 2004). The questionnaire was grouped into two parts and each of which was centred on particular area of the study. Part one focused on respondent's background information, part 2 focused on information with regard to the study research questions. This instrument (questionnaire) facilitated the collection of large amounts of data in a short period of time and is relatively cost effective. The questionnaires contained both closed ended and open ended questions. Closed ended questions were chosen because they are easier to analyze and facilitate harmonization of information from the respondents. Open ended questions helped in obtaining information necessary for the discussion of the results. The structured questionnaires consisted of questions which are designed in accordance with the objective of the study.

3.5 Pre-testing of Research Instruments

A pilot test was done before embarking on actual data collection activity. Kombo and Tromp (2009) describe a pilot test as a replica and rehearsal of the main survey. Dawson (2002) states that pilot testing assists researchers to see if the questionnaire will obtain the required results. Polit and Beck (2003) describes a pilot study as a small scale version or trial run done in preparation for a major study. Cooper and Schilder (2011) agree that the respondents used in pilot test should constitute 10 percent of the sample used in data collection. The proportionate sample size of 127 respondents was used for the study. Therefore 12 questionnaires were administered in pilot testing to test the degree of accuracy of the instrument used. The pilot study was done in schools in Keiyo North sub county.

3.5.1. Validity of the instruments

Validity indicates the degree to which a research instrument measures what is supposed to measure (Kothari,2004) Validity assess how accurately the data obtained in the study represents the variables in a study and thus inferences based on such data was accurate and meaningful. The study focused on the content validity and the construct validity. Content validity is concerned with whether the questions in the questionnaire answer the research objectives. Thus, the researcher sought guidance from the supervisor to give opinion as to whether the research instrument meets the criterion. On the other hand, the construct validity was concerned with framing of the questions to ensure that they are phrased logically and sequentially in a simple language and this was obtained based on the feedback from the respondents during the pilot study.

3.5.2 Reliability of the instruments

Reliability is a measure of the degree to which a research instruments yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003).The researcher did a pilot test of the research instrument by use of internal consistency technique where the instrument was subjected to a pretest sample to ensure that questions are constructed or phrased in a simple manner that is easy to understand. In this study the researcher used a pretest sample of 10% which gives 12 respondents (Mugenda & Mugenda 2003).

Internal consistency technique was determined from scores obtained from a single test administered by the researcher to a sample of subjects (Mugenda & Mugenda, 2003). A high coefficient implied that items correlates highly among themselves implying consistency among the items in measuring the concept of interest. In this study, Cronbach‘s alpha coefficient, 0.70 or higher value was considered acceptable value for Cronbach‘s alpha reliability (Sekaran, 2003). In general, reliabilities less than 0.6 are considered to be poor, those in the 0.70 range, acceptable, and those over 0.80 good (Mugenda, 2011).

3.6 Description of the Data Collection Procedure

The researcher sought for approval from the Catholic University of Eastern Africa to apply for a research permit from the National Council of Science and Technology. A copy of the permit was forwarded to the Keiyo south sub County Director of education informing of the intended study. The researcher sought for permission from head teachers of the selected schools. After the permission is granted the researcher proceeded to collect data. The researcher selected the respondents and informed them on the purpose of the study. The research then administered the questionnaire to the respondents. Sufficient time was allowed for respondents to respond to the instruments. After the questionnaires were completed the researcher collected ready for analysis.

3.7 Description of Data Analysis Procedure

Data collected was subjected to qualitative and quantitative analysis. Qualitative data comprised of answers to open-ended questions, while quantitative data comprised of closed- ended questions and categorized data. Quantitative data was corded and analyzed using Statistical Package for Social Scientists (SPSS) software and generated descriptive statistics such as percentages and frequency tables where applicable. This enabled the data to be presented in an organized and meaningful data, and data simplified so that general trend can be seen (Orodho, 2005) while qualitative data was categorized according themes and objectives in relation to the opinions, views and perception of the respondents. The qualitative data was analyzed by being very objective to ensure that there are no biases or subjectivity. Pearson moment correlation coefficient was used to assess the relationship between resource disbursement and completion of early childhood development projects. In addition, multiple regression analysis was used to test the study hypothesis. Regression measures the causal relationship between one dependent and one independent variable. Multiple regression analysis measures the effects of multiple independent variables on one dependent variable.

IV: RESULTS

4.1 Banking Facilities and Completion of ECDE Projects

This study sought to assess the influence of banking facilities on completion of early childhood development projects in Keiyo North Sub County. To achieve this objective mean frequencies and percentages were used to interpret the data. This is presented in Table 4.7

Table 4.1 Banking Facilities and Completion of ECDE Projects

Banking Facilities		5	4	3	2	1	M	Std
Separate bank accounts are maintained for ECDE projects	F	44	36	5	7	13	3.87	1.35
	%	41.9	34.3	4.8	6.7	12.4		
Bank reconciliation reports are prepared on a monthly basis based on the bank statements	F	49	34	5	12	5	4.05	1.19
	%	46.7	32.4	4.8	11.4	4.8		
Banks forward the bank statements on a monthly basis	F	59	30	9	3	4	4.30	1.011
	%	56.2	28.6	8.6	2.9	3.8		
Banking institutions always provide prompt audit confirmation to the auditors	F	44	46	3	10	2	4.14	.994
	%	41.9	43.3	2.9	9.5	1.9		
Availability of banking facilities enable the schools to access funds for the projects at all times	F	61	28	11	4	1	4.37	.890
	%	58.1	26.7	10.5	3.8	1.0		

Key: 5=All the time, 4=Most of the time, 3= Sometimes, 2= Few times, 1=Not at all

From the descriptive statistics Table 4.7, most of the respondents 76.2% y agreed that all the time separate bank accounts are maintained for ECDE projects while 16.2% stated not at all; this had a mean of 3.87. Further, 79.1% of the respondents also agreed that all the time bank reconciliation reports are prepared on a monthly basis based on the bank statements, 15.5% stated not at alland was supported by a mean of 4.05.

Further on their responses 84.8% of the respondents were in agreement with a mean of 4.30 that all the time banks forward the bank statements on a monthly basis, 6.7% stated not at all. In addition, 85.2% of the respondents were in agreement with a mean of 4.14 that all the time banking institutions always provide prompt audit confirmation to the auditors, 11.4% not at all. Lastly, 84.8% of the respondents were in agreement with a mean of 4.37 that all the time availability of banking facilities enable the schools to access funds for the projects at all times 4.8% stated not at all. This implied that most of the respondents agreed that banking facilities are factors that influence completion of early childhood development projects since their responses were between mean scores of 3.5 and 4.8 on the continuous Likert scale.

These findings are in line with those of UNDP (2013) observes that bank reconciliation is conducted through reconciling monthly bank statements of special accounts with expenditure reports. The impact of such measures is that the accuracy of the provincial information contained in the reports is approved. Thus, availability of bank systems that regularly give information to facilitate bank reconciliation is crucial. Naomy (2008) in her study on the factors influencing the project sustainability notes that NGOs should ensure separate accounting data is maintained for each project. This ensures that all financial data relating to project is tracked to the bank records.

V: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Summary

The third research question of the study was to assess the influence of banking facilities on completion of early childhood development projects in Keiyo North Sub County. The findings indicated that most of the respondents agreed that banking facilities influence completion of early childhood development projects in Keiyo North Sub County. It was also indicated that, banking facilities had a positive and significant influence on completion of early childhood development projects. This implies that banking facilities influence completion of early childhood development projects in Keiyo North Sub County.

5.1 Conclusion

In addition, it was concluded that banking facilities influence completion of early childhood development projects in Keiyo North Sub County. It was also indicated from the regression equation, for each unit increase in banking facilities there is a unit increase in completion of early childhood development projects in Keiyo North Sub County.

5.2 Recommendation

In addition, the government should put in place effective financial reporting policies to safeguard ECDE development infrastructure projects from stalling; those who float the policies should be taken severe action

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