

**ROLE OF FINANCIAL MANAGEMENT PRACTICES ON SUSTAINABILITY OF
EDUCATION DEVELOPMENT PROJECTS IN SOMALIA,
A CASE OF THE GALKAYO DISTRICT**

FARTUN AHMED MOHAMED

**A THESIS/PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE MASTER OF PUBLIC
ADMINISTRATION AND MANAGEMENT DEGREE IN COMMUNITY
DEVELOPMENT AND NGO MANAGEMENT OF
MOUNT KENYA UNIVERSITY**

JUNE, 2025


DECLARATION AND APPROVAL

Declaration

This thesis/project is my original work and has never been presented for any academic award in any institution.

Name:Fartun Ahmed Mohamed

Reg. No.MPAM/2022/46218.....

Signature.....  **Date...14/06/2025.....**

Approval

This thesis/project is being submitted for examination with our approval as university supervisors

Name.....Dr. Kennedy Nyariki.....

Institutional Affiliation.....Mount Kenya University.....

Signature.....  **Date.....14/06/2025.....**

DEDICATION

I dedicate this work to Almighty Allah and my beloved parents, Hawa Jama Hanaf and Mohamed Ahmed, for their unwavering moral and financial support.



ACKNOWLEDGEMENT

To start with, I am significantly obliged to the All-powerful Allah for empowering me to complete my scholastic profession. I would like to additionally extend my genuine appreciation to my supervisor, Dr. Kennedy Nyariki, for the persistence and direction to guarantee that this work is great.



ABSTRACT

This study investigated the role of financial management in the sustainability of education development projects in the Galkayo District, Somalia. The study objectives examined the impact of financial planning, fundraising practices, and internal control on the long-term sustainability of these projects in the Galkacyo district, Somalia. The study adopted a descriptive research design in relation to investigating the role of financial management on the sustainability of education development projects in the Galkayo district, Somalia, in which financial management served as the independent variable, determined by financial planning, fundraising practices, and internal control. The sustainability of education development projects was the dependent variable, indicated in the form of governance and institutional capacity. community socio-economic factors, political stability, and external environment. Thus, the study was based on a target population of 300, consisting of school head teachers, project education managers, and school teachers in Galkacyo district, Somalia, from which a sample size of 209 was retrieved using the Mugenda (2003) table. Data was collected using both a questionnaire and interview guide, and analyzed using both Excel and SPSS v.25. Results were presented using frequency tables, bar charts, descriptive statistics, and inferential statistics. This study recommended several policy and practical measures to improve the sustainability of education development projects in Galkayo District, Somalia. Key suggestions included implementing comprehensive financial planning with clear budgeting and monitoring frameworks, and integrating financial sustainability into project design. Projects were encouraged to diversify funding sources through government, donor, and private-sector partnerships, supported by policy guidelines on public-private partnerships. Capacity-building for project teams in financial management was considered essential, alongside promoting effective fundraising and community involvement. Strengthening internal controls and standardizing financial reporting were emphasized to enhance accountability, while promoting transparency was seen as vital to building donor trust and supporting long-term investment. This study contributed to the body of knowledge on financial management and education sustainability in fragile contexts. Specifically, it highlighted the unique financial challenges faced by education development projects in post-conflict areas like Galkayo and underscored the role of sound financial practices in sustaining project outcomes. It also provided context-specific policy insights that could guide similar interventions across Somalia and other comparable settings.

TABLE OF CONTENTS

Contents

DECLARATION AND APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS AND ACRONYMS	xiii
CHAPTER ONE	1
INTRODUCTION.....	1
1. Introduction.....	1
1.1. Background to the study	2
1.3. Purpose of the Study	11
1.4. Objectives of the Study.....	11
1.5. Research questions.....	11
1.6. Significance/Rationale/Justification of the study.....	12
1.6.1. To the Government of Somalia:.....	12
1.6.2. To Future Researchers:	13
1.6.3. To the Student Carrying Out the Study:	13
1.6.5. To the Galkayo District Local Government:	15
1.7. Scope of the Study	15
1.8. Study limitations	17

1.9. Delimitations.....	18
1.10. Assumptions of the study.....	19
1.11. Operational definition of key terms	20
CHAPTER TWO	23
LITERATURE REVIEW	19
2.1. Introduction.....	23
2.2. Empirical Literature Review.....	24
2.2.1. The Role of Financial Planning and Sustainability of Education Development Projects in Galkayo District, Somalia.....	24
2.2.2. The Role of Fundraising Practices and Sustainability of Education Development Projects in Galkayo District, Somalia.....	25
2.2.3. The Role of Internal Control and Sustainability of Education Development Projects in Galkayo District, Somalia.....	27
2.3. Theoretical Literature Review	29
2.4. Conceptual framework.....	36
2.5. Recap of Literature Review	38
2.5.1 Financial Planning and Sustainability of Education Development Projects in Galkayo District, Somalia	38
CHAPTER THREE.....	40
RESEARCH METHODOLOGY	40
3.1. Introduction.....	40
3.2 Research Methodology	40
3.3. Research Design.....	43
3.4. Location of the Study.....	43

3.5 Target Population.....	44
3.5 Sampling Procedures and Techniques	46
3.6 Sample Population	47
3.7 Construction of Research Instruments	48
3.7.1 Pilot Study.....	50
3.8 Testing for Validity and Reliability of Research Instruments	51
3.10 Proposed Data Analysis Techniques and Procedures	56
3.11 Ethical Considerations	62
CHAPTER FOUR.....	63
RESEARCH FINDINGS AND DISCUSSIONS	63
4.1 Introduction.....	63
4.2 Response Rate.....	63
4.3 Demographic Characteristics	64
4.3.1 Gender of Respondents	64
4.3.2 Age of respondents	66
4.3.3 Education	67
4.4 Validity and Reliability Findings of Research Instruments.....	71
4.4.1 Validity Findings	71
4.4.2 Reliability Findings.....	73
(Source: Primary Data 2025)	73
4.5 Descriptive Statistics.....	74
4.6 Inferential Statistics	84
4.5.1 Financial Planning and Sustainability of Education Development Projects in Galkayo District, Somalia.	84

4.5.2 Fundraising Practices and Sustainability of Education Development Projects in Galkayo District, Somalia.	89
4.5.3 Internal Control and Sustainability of Education Development Projects in Galkayo District, Somalia.	94
CHAPTER FIVE	100
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	100
5.1 Introduction.....	100
5.2. Summary of Result Findings	101
5.2.1. Financial Planning and Sustainability of Education Development Projects in Galkayo District, Somalia	101
5.2.2. Fundraising Practices and Sustainability of Education Development Projects in Galkayo District, Somalia.....	102
5.2.3. Internal Control and Sustainability of Education Development Projects in Galkayo District, Somalia	103
5.2.4. Relationship between Financial Planning and Sustainability of Education Development Projects.....	104
5.2.5. Relationship between Fundraising Practices and Sustainability of Education Development Projects	104
5.2.6. Relationship between Internal Control and Sustainability of Education Development Projects.....	105
5.3. Conclusion	106
5.4. Recommendations.....	108
5.5. Areas for Further Research	112
REFERENCES.....	115

APPENDIX I: CONSENT FORM FOR PARTICIPATION IN RESEARCH	136
APPENDICES	139
APPENDIX II: RESEARCH QUESTIONNAIRE	139
APPENDIX III: INTERVIEW GUIDE	146
APPENDIX IV: CERTIFICATE OF ETHICAL CLEARANCE.....	149
APPENDIX VII: SIMILARITY INDEX.....	150
APPENDIX VII: MAP OF GALKACYO DISTRICT-PUNTLAND-SOMALIA	152



LIST OF TABLES

Table 1 Target Population.....	46
Table 2: Sample Population.....	49
Table 3: Reliability Findings	74
Table 4: Descriptive Statistics in Relation to Financial Planning on Sustainability of Education Development Projects in Galkayo District, Somalia.....	76
Table 5: Descriptive Statistics in Relation to Fundraising Practices on Sustainability of Education Development Projects in Galkayo District, Somalia.....	80
Table 6: Descriptive Statistics in Relation to Internal Control on Sustainability of Education Development Projects in Galkayo District, Somalia.....	82
Table 7 Model Summary	85
Table 8 ANOVA (Analysis of Variance).....	86
Table 9 Coefficients.....	87
Table 10 Model Summary	90
Table 11 ANOVA (Analysis of Variance).....	91
Table 12 Coefficients.....	92
Table 13 Model Summary	95
Table 14 ANOVA (Analysis of Variance).....	96
Table 15 Coefficients.....	97

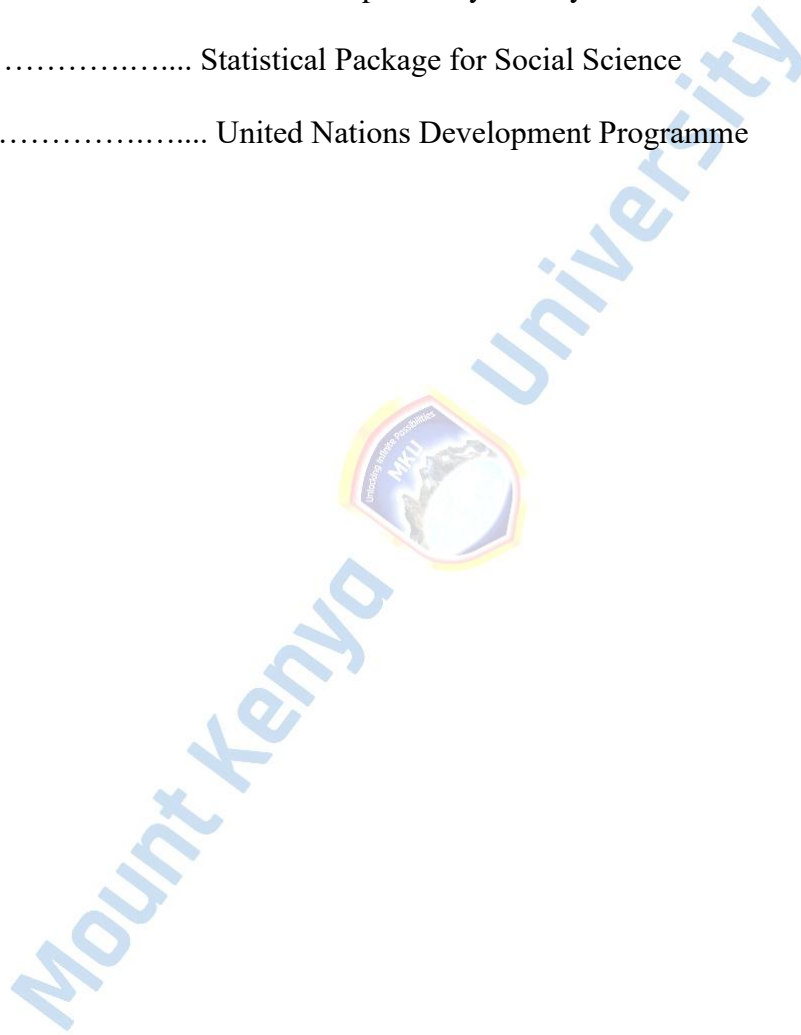
LIST OF FIGURES

Figure 1: Conceptual Framework	37
Figure 2: Gender of respondents	63
Figure 3: Age of respondents	64
Figure 4: Highest Level of Education	66
Figure 5: Years of Working Experience in Education Projects in Galkayo district, Puntland, Somalia.	68



LIST OF ABBREVIATIONS AND ACRONYMS

ACCA.....	Association of Chartered Certified Accountants
CPA.....	Certified Public Accountant
MOHE-----	Ministry of Higher Education
NGOs.....	Non-Governmental Organizations
RDT-----	Resource Dependency Theory
SPSS	Statistical Package for Social Science
UNDP	United Nations Development Programme



CHAPTER ONE

INTRODUCTION

1. Introduction

This study investigated the role of financial management practices in promoting the sustainability of education development projects in Somalia, focusing specifically on the Galkayo District. Financial management practices, such as budgeting, financial planning, monitoring, and accountability, were considered essential for ensuring that education projects were effectively implemented and continued to deliver impact over time. In Somalia, and particularly in regions like Galkayo, numerous education development projects have been initiated by government bodies, international donors, and non-governmental organizations to address low literacy levels and improve access to basic education.

However, many of these projects faced sustainability challenges due to weak financial systems, poor oversight, and inefficient use of resources. Given the fragile economic and institutional environment in Somalia, the ability of education projects to sustain themselves beyond their initial funding cycles was a pressing concern. This study was therefore relevant as it aimed to explore how financial management practices influenced

the long-term success and viability of education development efforts in a context where resources were scarce and demands were high. The introduction provided a foundation for the study by presenting the background of the problem, stating the research objectives and questions, highlighting the significance and scope of the research, and outlining the assumptions, limitations, delimitations, and operational definitions of key terms used throughout the study.

1.1. Background to the study

Globally, Financial management is essential for the maintainability of schooling improvement projects all around the world. In nations like Canada, Australia, Sweden, and Belgium, compelling monetary practices assume an essential part in guaranteeing that training drives are both fruitful and persevering. This examination investigates how monetary administration adds to the maintainability of such tasks, zeroing in on planning, asset distribution, observing and assessment, and subsidizing systems. In Canada, the training projects frequently utilize long-term planning techniques that give monetary solidness and consistency. This approach considers the persistent improvement of instructive foundations and assets, guaranteeing that tasks can adjust to changing requirements over the long haul (Canadian Service of Training, 2023). In Australia, the

distribution of assets for instructive ventures is many times directed by a blend of government and state financial plans. This decentralized methodology considers custom-made monetary systems that meet the particular requirements of neighborhood networks, adding to the tasks' manageability (Australian Branch of Training, Abilities, and Business, 2023). Sweden's schooling area benefits from a hearty monetary administration framework where assets are dispensed given execution pointers and results. This results-situated approach guarantees that assets are utilized proficiently to accomplish long-haul instructive objectives (Swedish Public Office for Schooling, 2023). In Belgium, monetary administration in training projects frequently includes definite monetary preparation and checking at both the government and local levels. This double-layered approach helps in tending to nearby instructive necessities while keeping up with general venture lucidness (Belgian Government Public Assistance for Schooling, 2023).

In Africa, successful financial management is necessary for the maintainability of training advancement projects across the continent. Given the different monetary, political, and social settings inside the mainland, monetary practices assume a vital part in deciding the achievement and life span of instructive drives. Legitimate planning and asset distribution are essential to the supportability of instruction projects, as they

guarantee that monetary assets are coordinated towards need regions that can yield long-haul benefits. Ghana's methodology includes a multi-partner planning process that incorporates input from local area associations, neighborhood states, and instructive foundations. This comprehensive methodology guarantees that monetary choices mirror the assorted requirements of various networks (Service of Instruction, Ghana, 2023). Nigeria's schooling projects frequently face provokes with conflicting planning because of fluctuating oil incomes. To address this, a few states have taken on more thorough monetary preparation and broadened their income sources to settle instructive subsidizing (Public Department of Insights, 2023). According to the South African Branch of Essential Instruction, South Africa. (2023), South Africa utilizes a blend of public and common planning for instruction, with an emphasis on impartial asset circulation to generally distraught regions. This model intends to adjust assets across different areas, consequently supporting the drawn-out reasonability of instruction drives.

In Kenya, monetary administration rehearses inside the training area and habitually utilizes a decentralized planning framework. This framework awards huge independence to province state-run administrations over their instructive uses. Such a decentralized

methodology permits districts to create and carry out customized monetary systems that address explicit provincial requirements, consequently upgrading the manageability and viability of neighborhood schooling projects (World Bank, 2022).

Decentralized planning in Kenya implies that regional state-run administrations have the power to apportion support inside the schooling area in light of neighborhood needs and needs. This framework is essential for Kenya's more extensive devolution strategy, laid out by the Constitution of Kenya 2010, which moves specific powers and obligations from the public government to province states. This approach expects to further develop public help conveyance by bringing dynamics nearer to the individuals it influences (Public Gathering for Populace and Advancement, 2023). The monetary independence given to areas empowers them to plan and execute instruction spending plans that take care of the remarkable segment, financial, and infrastructural settings of their districts. For example, districts with country regions might focus on financing for building new schools or further developing transportation to instructive offices, while metropolitan provinces could zero in on upgrading mechanical foundations in schools (World Bank, 2022).

Decentralized planning permits provinces to answer all the more successfully to nearby

educational challenges and open doors. This adaptability is significant for tending to local differences in instructional assets and results. Districts can allot assets for explicit requirements, for example, employing extra educators in understaffed regions, putting resources into local language instructional materials, or creating professional preparation programs customized to neighborhood ventures (KIPPRA. (2019). For instance, in the Turkana Area, which faces extraordinary difficulties because of its bone-dry environment and itinerant populace, the provincial government has had the option to allot resources to flexible schools that follow the migrant patterns of the neighborhood networks. This designated monetary technique tends to the particular educational necessities of Turkana's population and further develops access to schooling in otherwise marginalized regions (Turkana District Government, 2023).

In Somalia, the schooling area depends heavily on global guidance, and planning rehearses are frequently affected by donor needs. Nonetheless, endeavors are being made to foster a more independent planning process that aligns with public training objectives. The Central Legislature of Somalia, with help from worldwide partners, has been chipping away at making an extensive education budget that reflects both immediate needs and long-term goals. Somalia's schooling area faces one-of-a-kind difficulties because of the nation's drawn-out times of contention, political insecurity, and financial challenges. Powerful monetary administration is basic to the sustainability of schooling improvement projects in such a unique circumstance. Planning and asset distribution are critical for the successful administration of training projects, especially in struggle-impacted settings like Somalia. Appropriate monetary arranging guarantees that restricted assets are used proficiently to address instructive issues.

In the Galkayo Region Somalia, monetary Organizing has been worried about making securing, speculation, and relationship of cash-related evaluations of the connection expected to convey its organization. The fundamental target of cash-related getting sorted out is to pick the capital basics and improvement and outline monetary approaches to ensure

that the limited financial resources are maximally used in the best way to improve returns (Rajni and Hiro, 2011). Matt (2010) argues that monetary organizing is a predictable course of coordinating and flowing cash-related assets to meet key objectives and focal points of direction improvement experiences, and this depicts better financial reasonableness. The result from cash-related putting together appears as financial plans. In like manner, different NGOs in Somalia have executed Monetary course of action in their endeavors to promote and ordinary appraisal and improvement of consumption plans fundamental to the different arrangement progress projects. As such, key cash-related associations have been taken on by neighborhood NGOs like UNDP in Somalia, which are working on various planning progress projects that have been accomplished through utilitarian outcomes, including financial sustainability.

1.2 Statement of the Problem

For many years, Puntland has faced persistent challenges in sustaining the outcomes of education development projects. According to the Ministry of Education and Higher Education (2022), over 40% of education projects initiated between 2010 and 2020 in the

region, including Galkayo District, were either prematurely discontinued or failed to achieve their intended long-term impact. Despite substantial investment and involvement from the government, NGOs, and international donors, issues such as poor financial planning, inadequate resource management, and lack of accountability continue to hinder project sustainability (UNDP, 2018). These challenges have contributed to high student dropout rates, under-resourced schools, and declining stakeholder confidence in education initiatives.

Empirical studies support these concerns. Orodho (2019) found that weak financial controls and a lack of transparency significantly contributed to the failure of school projects in Kenya. Similarly, Abdulahi and Ahmed (2017), in their study of education projects in Mogadishu, observed that mismanagement of donor funds and poor financial oversight were key barriers to project continuity. However, these studies were conducted outside Galkayo and did not examine the localized financial management issues in Puntland, leaving an empirical gap regarding regional dynamics and implementation challenges.

Moreover, Ismail and Warsame (2020) highlighted those institutions with certified financial personnel, such as CPA or ACCA holders, who demonstrated better financial performance

and sustainability. Yet, according to the Puntland Post (2020), many educational institutions in Galkayo still lack access to such professionals, resulting in limited financial oversight and increased vulnerability to mismanagement.

Statistical evidence further indicates that only 30% of education development projects in Puntland reached their five-year sustainability target (MoEHE, 2021). This underlines the urgency of addressing the financial management gaps that undermine long-term educational gains. While past initiatives, including community engagement and adult literacy programs, aimed to improve education outcomes, many were discontinued due to financial inefficiencies (Duale, 2022).

Therefore, there exists a clear knowledge and empirical gap in understanding how specific financial management practices, such as budgeting, monitoring, and accountability, affect the sustainability of education development projects in the Galkayo District. This study seeks to fill that gap by providing localized evidence and practical recommendations to strengthen financial management systems and promote the long-term viability of educational interventions in Somalia's fragile context.

1.3. Purpose of the Study

The purpose of this study was to establish the role of financial management on the sustainability of education development projects in the Galkayo District, Somalia.

1.4. Objectives of the Study

The study intended to achieve the following specific objectives: -

- i).To examine the role of financial planning on the sustainability of education development projects in the Galkayo District, Somalia
- ii).To establish the role of fundraising practices on the sustainability of education development projects in the Galkayo District, Somalia
- iii).To assess the role of internal control on the sustainability of education development projects

In the Galkayo District, Somalia

1.5. Research questions

The study was guided by the following research questions: -

- i).What is the role of financial planning and sustainability of education development projects in the Galkayo District, Somalia?
- ii).What is the role of fundraising practices and sustainability of education development projects in the Galkayo District, Somalia?
- iii).What is the role of internal control and sustainability of education development projects in the Galkayo District, Somalia?

1.6. Significance/Rationale/Justification of the study

This study was relevant to various stakeholders as seen below:

1.6.1. To the Government of Somalia:

The review provided significant insights into monetary administration practices in development projects, which informed policy decisions and helped the government improve the sustainability of such initiatives.

The findings guided the government in allocating resources more effectively and developing robust financial oversight mechanisms to ensure the long-term viability of development projects.

The review's recommendations helped the government strengthen the financial management capacities of local authorities and project implementers, contributing to better governance and accountability.

1.6.2. To Future Researchers:

The review added to the limited collection of studies on development project sustainability in the Somali context, providing a foundation for further research.

The procedures and analytical approaches used in the study served as a reference for researchers interested in exploring similar topics in different regions of Somalia or various development sectors.

The study's limitations and areas for future research guided future scholars in expanding the scope and depth of their investigations.

1.6.3. To the Student Carrying Out the Study:

The research process provided the student with valuable practical experience in conducting a rigorous academic study, including data collection, analysis, and the formulation of

evidence-based recommendations.

The study contributed to the students' growth as researchers, enhancing their analytical and problem-solving skills, as well as their ability to effectively communicate complex findings.

Successful completion of the study strengthened the student's academic credentials and their ability to pursue further research or professional opportunities in the field of development project management.

1.6.4. To the Ministry of Finance in Somalia:

The review's insights into financial management practices within development projects informed the ministry's efforts to improve financial oversight and reporting mechanisms.

The recommendations from the study helped the ministry develop more effective financial guidelines and support systems for local authorities and project implementers.

The study's findings contributed to the ministry's understanding of challenges and best practices in ensuring the financial sustainability of development initiatives, which informed budget allocations and financial policy decisions.

1.6.5. To the Galkayo District Local Government:

The review provided the local government with a comprehensive assessment of financial management practices and challenges in development projects within the district.

The recommendations from the study helped the local government enhance its financial management capabilities, strengthen internal controls, and improve the sustainability of development initiatives.

The study's findings **also** informed the local government's engagement with the central government and development partners, fostering more effective collaboration and coordination in project support and implementation.

1.7. Scope of the Study

This study focused on understanding the role of financial management in the sustainability of education development projects in the Galkayo District, Somalia. Specifically, it examined three key areas: the role of financial planning, fundraising practices, and internal controls in supporting the long-term success of these education projects.

The academic scope of this research falls within the field of education project management, with a particular focus on financial management practices that influence project sustainability. It contributes to academic discussions on how proper budgeting, accountability, and resource mobilization affect the effectiveness and continuity of education development programs.

The study targeted project managers, finance officers, school administrators, and NGO staff involved in education development projects. These groups were selected because they have direct experience with financial planning, implementation, and monitoring of such projects.

Galkayo District was chosen as the geographical focus because it is a major urban center in the north-central Mudug region of Somalia, with both public and NGO-led education development projects operating in the area. The district is administratively divided into North Galkayo (Puntland) and South Galkayo (Galmudug), which offers a unique context of diverse stakeholders and governance systems. Studying this area provided a practical understanding of how financial management is handled in a complex, post-conflict setting where education development is still evolving.

The study was conducted over a period of seven months, from June 2023 to January 2024. This timeframe was sufficient for proposal writing, distributing research questionnaires, collecting and analyzing data, and writing the final report including findings, conclusions, and recommendations.

1.8. Study limitations

Restricted admittance to solid and cutting-edge monetary information and records for schooling improvement projects in Galkayo Locale could be a critical impediment.

Monetary requirements or restricted assets might limit the capacity to direct a broad review, including hands-on work, studies, or meetings.

Language contrasts or semantic obstructions could ruin the assortment and understanding of information, particularly if there is a need to work with neighborhood partners who don't communicate in English or another generally utilized research language.

Somalia, including Galkayo Region, has encountered political flimsiness and security challenges. These issues might restrict the analyst's capacity to get to specific regions or direct meetings securely.

There might be difficulties in getting a delegate test of schooling improvement projects, as some might be more open or able to partake than others, prompting potential examining predisposition.

Restricted time for information assortment and examination might confine the profundity and broadness of the study.

1.9. Delimitations

This concentrates on the job of monetary administration on the maintainability of schooling improvement projects in the Galkayo Area, Somalia, and is delimited by a few elements to guarantee engaged and significant examination. The review, right off the bat, was principally focused on the Galkayo Region inside Somalia, restricting its degree to this particular geological region to give setting explicit bits of knowledge. Furthermore, the period of the review was delimited to late years to catch current practices and difficulties, barring verifiable information that may not reflect current real factors. Thirdly, the review was zeroed in explicitly on monetary administration angles, for example, spending plan designation, use checking, and sources of financial support, as opposed to more extensive

administration or financial variables, to keep up with lucidity and profundity in the examination. Finally, the review was delimited by the accessibility and availability of applicable information and partners in the Galkayo Region, which might influence the breadth of discoveries and generalizability past the particular setting. These delimitations guarantee that the review stays sensible, important, and equipped for giving significant bits of knowledge into upgrading the maintainability of schooling advancement projects in the Galkayo Area, Somalia.

1.10. Assumptions of the study

This concentrates on the job of monetary administration in the manageability of training advancement projects in Galkayo Locale, Somalia, and works under a few suspicions that guide its examination. It, right off the bat, expects that there is an organized monetary administration structure set up inside instructive foundations and nearby administration bodies in Galkayo Locale, notwithstanding the difficulties presented by the district's financial and political setting. Furthermore, the review expects that monetary information connected with schooling projects, including financial plan allotments, consumption records,

and money sources, are adequately archived and available for examination. Thirdly, it expects partners associated with schooling advancement projects, including government authorities, instructors, and local area pioneers, are willing and ready to give precise data and bits of knowledge regarding monetary practices and venture results. In conclusion, the review accepts that discoveries from Galkayo Locale can give important examples and suggestions relevant to comparable settings inside Somalia and perhaps other delicate and struggle-impacted areas. These suppositions outline the review endeavors pointed toward understanding how viable monetary administration can add to the supportability and viability of training drives in the Galkayo Area, Somalia.

1.11. Operational definition of key terms

Financial Management alludes to movements of every sort associated with acquiring new and extra resources for the association that works with the process of local community development and improvement of nations.

Financial management alludes to the essential preparation, sorting out, organizing, and controlling of an organization's financial assets, including reserves, investments, resources, and liabilities, to accomplish its financial objectives and targets. It includes coming to

conclusions about how to gain, assign, and utilize monetary assets productively and successfully to expand the association's worth and accomplish its long-term financial sustainability.

Sustainability alludes to the ability to keep up with or get through a framework or cycle over the long term while limiting adverse consequences on the climate, society, and the economy. It includes addressing the requirements of the present without compromising the capacity of people in the future to address their issues. Maintainability envelops a comprehensive and adjusted way to managing asset use and improvement, taking into account natural, social, and financial elements.

Education is a multifaceted process of acquiring knowledge, skills, values, beliefs, and habits. It is typically structured and organized, often facilitated by teachers, institutions, or educational systems, and is designed to foster intellectual, social, emotional, and physical development in individuals. Education plays a fundamental role in personal growth, societal progress, and the transmission of culture and knowledge from one generation to the next.

Education development, also known as educational development, refers to systematic and purposeful efforts to improve and enhance educational systems, practices, and outcomes. It encompasses a wide range of activities and initiatives that are designed to promote quality education, enhance teaching and learning processes, and ultimately contribute to the overall development and advancement of individuals, communities, and societies. Education development can occur at various levels, from early childhood education to higher education and beyond.

Education development projects are initiatives and programs designed to improve and enhance various aspects of education within a specific region, community, or institution. These projects are typically undertaken to address specific educational challenges, improve the quality of education, and contribute to the overall development of individuals and societies. Education development projects can vary widely in scope and objectives but often focus on areas such as curriculum enhancement, teacher training, infrastructure improvement, access to education, and educational equity.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction.

The purposeful, conspicuous confirmation, region, and assessment of records containing information related to the investigation issue under investigation, as interpreted by Mugenda and Mugenda (2013) and Kumar (2017), constitutes an important component of the entire investigation cycle and fervently commits to practically every utilitarian push toward the investigation. This section demonstrates the different sources of relevant writing about the evaluation's topic. The sources include analysis of academic publications, official records, understanding materials, Web pages, and papers. It also offers a genuine and speculative examination of organizations that deal with money in people's businesses. This composition looked at each goal separately. It displayed the writing review diagram, emphasizing gaps in the writing process while also developing and honing research considerations and rendering decisions according to the plan.

2.2. Empirical Literature Review

2.2.1. The Role of Financial Planning and Sustainability of Education Development Projects in Galkayo District, Somalia

Financial planning plays a key role in sustaining education development projects in the Galkayo District. It ensures that enough funds are available to implement, operate, and maintain education initiatives in the long run (Gareis & Huemann, 2013). This includes budgeting for infrastructure, teacher training, curriculum development, and learning materials (Alsawafi & Lemke, 2021). A well-prepared budget helps projects use resources efficiently, monitor spending, and avoid financial shortfalls (Levy, 2012).

Financial planning also involves identifying funding sources such as government grants, international donors, private donations, and partnerships with NGOs or local businesses (Newaz & Hemmati, 2020). Projects must also develop strong fundraising and grant-writing strategies.

Monitoring and evaluation are essential parts of financial planning. Tracking how funds are spent and assessing results helps ensure resources are used properly and leads to sustainable outcomes (UNESCO, 2021). Strengthening the financial skills of local project staff, such as training in budgeting and reporting, is also important for long-term success (Tilak, 2019). Most previous studies have focused on financial planning in large-scale or national education systems but have paid little attention to local-level projects in fragile or conflict-affected regions like Galkayo. There is limited empirical evidence on how financial planning practices affect the sustainability of education projects in this unique context. This study aims to fill that gap by providing local-level data and practical insights.

2.2.2. The Role of Fundraising Practices and Sustainability of Education Development Projects in Galkayo District, Somalia

Fundraising practices are essential to the long-term success of education development projects in Galkayo. Projects that rely on a single donor risk financial instability. Therefore, diversifying funding sources—through government grants, international aid, community contributions, and partnerships—is crucial (Hassan & Zailani, 2021).

Building lasting relationships with donors helps sustain funding. This includes engaging with government agencies, foundations, and private companies, and showing them how their support makes an impact (Bahadorestani & Naderpajouh, 2020). Writing strong grant proposals that clearly explain the project's goals and needs is also vital (Kerzner, 2014).

Community involvement in fundraising strengthens ownership and sustainability. Events and campaigns can mobilize local support and raise additional funds (Griffin & Knight, 2019). Transparency in financial reporting is important to keep donor trust, along with regular audits and adherence to financial standards (Alsawafi & Lemke, 2021).

Monitoring and evaluating fundraising activities allow projects to adapt and improve their funding strategies over time (Haddad et al., 2019). This ensures financial stability and continued delivery of education services (Larsson & Larsson, 2020).

While fundraising is a widely discussed topic, few studies have explored how local fundraising strategies—including community participation and donor relationships—impact the sustainability of education projects in underdeveloped regions like Galkayo. This study

seeks to address this gap by focusing on locally applied fundraising approaches and their effectiveness.

2.2.3. The Role of Internal Control and Sustainability of Education Development Projects in Galkayo District, Somalia

Internal control is crucial for ensuring that education development projects in Galkayo are transparent, accountable, and financially disciplined (Eid, 2019). Strong internal controls include budgeting systems, financial reporting, and proper tracking of expenses (Larsson & Larsson, 2020). They help avoid mismanagement and ensure compliance with donor requirements.

Internal controls also regulate procurement and asset management. This includes using competitive bidding processes, maintaining documentation, and monitoring the use of project assets to prevent fraud and inefficiency (Eicher, 2014).

Risk management is another component. Internal controls help identify financial and operational risks, such as fraud or political instability, and provide tools to mitigate them (Griffin & Knight, 2019).

Compliance with regulations and accountability to stakeholders are supported through regular audits and financial reporting (Carvalho & Rabechini, 2017). Capacity building for project staff on internal control practices ensures that procedures are correctly followed (Newaz & Hemmati, 2020).

Monitoring and evaluation of internal controls help identify problems early and improve financial systems over time (Penrose & Gardner, 2018).

Though many studies have addressed internal control in corporate or NGO settings, limited research has been done on how internal control practices directly impact sustainability in grassroots education development projects in post-conflict zones like Galkayo. This study aims to close that gap by focusing on how internal control affects project continuity and financial integrity at the local level.

2.3. Theoretical Literature Review

In developing nations like Somalia, financial management is essential to the long-term viability of education development programs. Efficient resource allocation, cost control, and the use of money to accomplish long-term goals are all guaranteed by effective financial management. It is crucial to comprehend the theoretical foundations that impact the function of financial management in maintaining education development initiatives in the Galkayo District, Somalia. This theoretical framework offers a starting point for examining the relationship between financial management practices and the long-term viability of education development initiatives in the area.

2.3.1 Systems Theory

The Systems Theory, developed by Ludwig von Bertalanffy in the 1940s, posits that organizations function as complex, interrelated systems composed of various subsystems that interact with one another and with the external environment (Bertalanffy, 1968). In the context of education development projects, this theory is relevant in understanding how financial management practices operate as one of several interconnected components,

alongside human resources, infrastructure, and community engagement, that collectively influence project sustainability.

Financial management acts as a central subsystem that both affects and is affected by other project elements. For instance, inadequate financial oversight can lead to under-resourced schools, poor staff retention, and stalled infrastructure development, ultimately undermining sustainability. Conversely, robust financial planning and monitoring enhance the functioning of other subsystems, ensuring effective service delivery and long-term viability.

Systems Theory thus provides a valuable lens for analyzing the holistic interactions between financial management and other organizational functions, helping project managers identify leverage points where financial strategies can maximize overall project impact and sustainability.

2.3.2 Resource Dependency Theory

Resource Dependency Theory (RDT), developed by Pfeffer and Salancik (1978), argues that organizations are dependent on external resources, and their sustainability depends on how

effectively they acquire, manage, and control those resources. In relation to this study, financial resources from stakeholders such as governments, donors, and communities are critical for the sustainability of education development projects in the Galkayo District.

The theory highlights the vulnerability that arises from over-dependence on any single funding source. This is particularly relevant for education projects in resource-constrained settings, where external funding can be uncertain or influenced by political and economic shifts. To reduce such dependency risks, effective financial management practices are essential, including diversifying funding sources, planning for contingencies, and ensuring cost efficiency.

RDT informs the study by emphasizing how proactive financial strategies, such as building financial resilience and negotiating stable funding partnerships, enhance project sustainability amid changing resource landscapes.

2.3.3 Institutional Theory

Institutional Theory suggests that organizations are shaped by the norms, values, and rules of the institutional environment in which they operate (Scott, 2001). In the case of education development projects in Somalia, this environment includes government regulations, donor requirements, international financial standards, and cultural expectations.

For financial management, this theory underscores the need for institutional alignment, ensuring that budgeting, reporting, and expenditure practices conform to external standards. For example, following internationally accepted financial reporting practices or complying with donor financial policies enhances credibility and facilitates continued funding and stakeholder trust (Mignerat & Rivard, 2015).

Institutional Theory is relevant to this study because it illustrates how financial management practices must adapt to institutional contexts to ensure legitimacy, compliance, and ultimately, the sustainability of education projects.

2.3.4 Stakeholder Theory

Stakeholder Theory, as proposed by Freeman (1984), asserts that organizations must consider the interests of all stakeholders who are affected by or can influence their operations. In education development projects, stakeholders include governments, donors, local communities, educational institutions, and beneficiaries such as students and parents.

This theory is directly relevant to financial management, as stakeholder engagement in financial planning and transparency strengthens support and accountability. When stakeholders are involved in budget decisions or receive regular financial updates, they are more likely to commit to and advocate for the project's success (Peterlin, Pearse, & Dimovski, 2015).

In this study, Stakeholder Theory informs the need for inclusive financial management practices, such as participatory budgeting, financial disclosure, and community consultations, as essential strategies for promoting stakeholder ownership and ensuring sustainable education project outcomes.

Sustainable Development Goals (SDGs):

The Sustainable Development Goals of the United Nations offer a worldwide framework for tackling environmental and socioeconomic issues. Specifically, Goal 4 is all about high-quality education. The SDGs are incorporated into the theoretical framework to highlight how crucial it is to match financial management procedures in education development initiatives with the objectives of global sustainability. McCowan, T., and Chankseliani, M. (2021). Finally, this theoretical framework offers a starting point for examining how financial management affects the sustainability of education development initiatives in Somalia's Galkayo District. It recognizes the relationship between systems theory and financial management methods, as well as the reliance on outside funding, institutional norm compliance, stakeholder interests, and compatibility with international sustainable development goals. The research attempts to offer insights into how financial management techniques might be enhanced to improve the sustainability of education development initiatives in this particular environment by looking at various theoretical vantage points. Iskandar, (2019).

The Sustainable Development Goals (SDGs) of the United Nations provide a global framework for addressing environmental, social, and economic challenges. Goal 4, which focuses on quality education, is particularly relevant to education development projects (United Nations, 2015). The SDGs emphasize the need for equitable, inclusive, and sustainable education initiatives that align financial management practices with broader global sustainability objectives. By integrating the SDGs into their financial strategies, education projects can contribute to long-term educational advancements while addressing systemic financial challenges.



Financial management in education development projects must align with the SDG framework to ensure that funding allocation supports sustainable educational outcomes (McCowan & Chankseliani, 2021). This involves investing in long-term infrastructure, promoting financial transparency, and ensuring the equitable distribution of resources. Projects that align with the SDGs can also attract funding from international organizations committed to global development efforts. By demonstrating their contribution to SDG

targets, education development projects can enhance their legitimacy and secure additional resources for sustained impact.

Finally, this theoretical framework provides a foundation for examining how financial management influences the sustainability of education development initiatives in Somalia's Galkayo District. It recognizes the interplay between Systems Theory, Resource Dependency Theory, Institutional Theory, and Stakeholder Theory in shaping financial management strategies. By incorporating these perspectives, the study aims to provide insights into improving financial management practices to enhance the sustainability and effectiveness of education development initiatives in the region.

2.4. Conceptual framework

The study was guided by a conceptual framework for Financial Management as summarized in Figure 1. Independent variables consisted of financial planning, Fundraising practices, and Internal control. The dependent variable is Education Development Projects, whose indicators include Educational Outcome Improvement, Community Engagement and Participation, Infrastructure and Resource Availability.

Independent Variables

FINANCIAL MANAGEMENT

Financial planning

- Budget Variance
- Cash Flow Forecasting Accuracy
- Budget Adherence

Fundraising practices

- Donor Retention Rate
- Level of Donor Funding
- Timeliness of Fund Disbursement

Internal control

- Segregation of Duties
- Financial Policy Compliance
- Internal Audit Function Effectiveness

Dependent Variables

EDUCATION DEVELOPMENT PROJECTS

- Institutional Sustainability
- Financial Sustainability
- Social and Cultural Sustainability
- Technical Sustainability

Intervening variables

- Governance and Institutional Capacity
- Community Socio-Economic Factors
- Political Stability and External Environment

Figure 1: Conceptual Framework

(Source: Modified by the Researcher 2024)

2.5. Recap of Literature Review

2.5.1 Financial Planning and Sustainability of Education Development Projects in Galkayo District, Somalia

Financial planning is essential for sustaining education development projects in Galkayo by ensuring efficient use of resources, accurate budgeting, and secure funding from diverse sources such as the government, donors, and NGOs. Monitoring and evaluation, along with financial skills training for project staff, further support long-term project success. However, there is limited research on how financial planning operates in fragile, local-level settings like Galkayo. (Levy, 2022).

2.5.2 Fundraising Practices and Sustainability of Education Development Projects in Galkayo District, Somalia

Sustainable education projects require diversified and reliable funding sources. Effective fundraising involves building donor relationships, community engagement, transparent reporting, and continuous improvement of fundraising strategies. Few studies have

examined the role of community-led fundraising in conflict-affected areas, which this study addresses. (Kerzner, 2014).

2.5.3 Internal Control and Sustainability of Education Development Projects in Galkayo District, Somalia

Internal control systems ensure transparency, accountability, and financial discipline through budgeting, audits, procurement processes, and risk management. Proper implementation prevents mismanagement and enhances donor confidence. Existing literature lacks focus on how internal control affects the sustainability of education projects in local, post-conflict environments like Galkayo, which this study explores. (Griffin & Knight, 2019).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter outlined the research methodology that was employed to investigate the role of financial management in the sustainability of education development projects in Galkayo District, Somalia. The chapter discussed the research design, location of the study, target population, sampling procedures and techniques, sample population, construction of research instruments, testing for validity and reliability of research instruments, data collection methods, instruments and procedure, data analysis, and ethical considerations.

3.2 Research Methodology

This study adopted a quantitative research approach to examine the role of financial management practices on the sustainability of education development projects in the Galkayo District of Somalia. The quantitative method was chosen because it enables the collection of numerical data that can be statistically analyzed to establish patterns,

relationships, and trends between variables. This approach is appropriate for assessing specific financial management practices, such as financial planning, fundraising, and internal control, and their measurable influence on project sustainability.

The study was guided by the positivist research philosophy, which assumes that reality can be objectively measured and quantified. Through structured data collection tools such as questionnaires, this methodology ensures the reliability and replicability of findings.

The research was also cross-sectional in nature, meaning data were collected at a single point in time. This design was suitable given the time and resource constraints, and it enabled the researcher to provide a snapshot of the current financial management practices and their impact on project sustainability in Galkayo.

The study further employed a descriptive research design, which is consistent with the overall methodology. This design enabled the researcher to describe the characteristics and behaviors of the population under study in detail, especially in relation to how financial

planning, internal controls, and fundraising practices are being implemented and how they affect educational project sustainability.

To ensure a comprehensive understanding of the issues, the study utilized structured questionnaires as the primary data collection instrument. The data collected were analyzed using statistical tools such as descriptive statistics (mean, frequency, and standard deviation) and inferential statistics (regression analysis and correlation) to test the relationships between the independent variables (financial management practices) and the dependent variable (sustainability of education development projects).

This methodology provided a solid foundation for drawing reliable conclusions and actionable recommendations for improving financial management practices in education projects within fragile contexts like Galkayo, Somalia.

3.3. Research Design

This study adopted a descriptive research design to investigate the impact of financial management on the sustainability of education development projects in the Galkayo District. A descriptive design was selected because it enables a systematic and objective analysis of the current financial management practices and their influence on project sustainability. It allows the researcher to capture and present detailed information on existing conditions, relationships, and practices without manipulating variables. This design aligns well with the study's methodology, which includes the use of questionnaires and interviews to collect data from a defined population. The choice of a descriptive approach ensures that the findings accurately reflect the real-life situation in Galkayo, providing meaningful insights for stakeholders involved in educational development.

3.4. Location of the Study

The study was conducted in Galkayo District, Somalia, a region that had a significant number of education development projects. Galkayo was strategically important for

education initiatives due to its central location and the diversity of its educational institutions. The district's varied socio-economic and political environment made it an ideal setting for exploring the complexities of financial management and project sustainability. Located in the north-central part of Somalia, Galkayo served as the capital of the Mudug district, which was part of the Galmudug state in the south and the Puntland state in the north. Geographically positioned near the border between these two regions, Galkayo was an important administrative and commercial hub, situated at approximately 6.77° N latitude and 47.43° E longitude.

3.5 Target Population

The target population for this study comprised 300 stakeholders directly involved in the management and implementation of education development projects in the Galkayo District, Somalia. This population included school headteachers, education project managers, and school teachers, as they play a central role in planning, executing, monitoring, and sustaining educational initiatives at the grassroots level.

The choice of this target population was justified by their hands-on experience and decision-making authority in financial management practices, making them well-positioned to provide relevant insights into how such practices influence the sustainability of education development projects.

In this study, the unit of observation refers to the individual stakeholder (e.g., a headteacher or project manager) from whom data were collected through structured questionnaires. The unit of analysis was the education development project itself, as the study aimed to assess how financial management practices affect the overall sustainability of these projects.

According to Kothari and Gaurau (2015), the target population is the total set of subjects about which the researcher wishes to draw conclusions. From this well-defined population, a representative sample was drawn using appropriate sampling techniques to ensure valid and generalizable findings.

Table 1 Target Population

Population Category	Target Population	Percentage of Target Population
School Head Teachers	59	20%
Project Education Managers	59	20%
School Teachers	182	60%
Total	300	100%

(Source: Kothari and Gaurau (2015))

3.5 Sampling Procedures and Techniques

The researcher divided the population into strata consisting of school headteachers, project education managers, and school teachers. An appropriate number of respondents was selected from each stratum. According to Cooper & Schindler (2014), strata were described as items that had been grouped according to their distinct characteristics, which included their position in an organization, seniority, distinguishing levels of income, levels of education, gender, or tribal background.

3.6 Sample Population

According to Mugenda and Mugenda (2003), when the target population is less than 10,000, the following simplified proportion-based formula can be used:

$$n=N \times p$$

Where:

n = Sample size

N = Target population

p = Proportion (in this study, 70% or 0.7 is used for representation)

The researcher used a 70% sample proportion from each category, as supported by Mugenda & Mugenda (2003), to ensure adequate representation.

Table 2 Sample Population

Population Category	Target Population (N)	Sample Proportion (70%)	Sample Size (n = N × 0.7)
School Head Teachers	59	0.7	41
Project Education Managers	59	0.7	41
School Teachers	182	0.7	127
Total	300	—	209

Source: Adapted from Mugenda & Mugenda (2003)

3.7 Construction of Research Instruments

This study employed two main data collection instruments: structured questionnaires and interview guides. These instruments were selected to complement each other and to ensure a comprehensive collection of both quantitative and qualitative data aligned with the study's objectives.

The structured questionnaire consisted mainly of closed-ended questions, designed based on the study's specific objectives. This approach enabled the collection of standardized data from a large number of respondents efficiently. A 5-point Likert scale was used in Sections B, C, D, and E to capture participants' levels of agreement on statements related to financial management practices and sustainability. Section A gathered personal background information, such as gender, age, role, and years of experience, using nominal and ordinal scales.

The interview guide was developed to collect qualitative data from key informants—specifically, school headteachers and education project managers. Interviews provided deeper insights into participants' opinions, experiences, and perceptions, which could not be fully captured through the structured questionnaire alone. This instrument was particularly useful for exploring complex issues related to financial practices and contextual factors influencing sustainability.

The combined use of questionnaires and interviews allowed for methodological triangulation, enhancing the validity and reliability of the data collected. While

questionnaires allowed for broad, quantifiable responses, interviews enriched the study with detailed narratives and explanations from experienced stakeholders.

3.7.1 Pilot Study

A **pilot study** was conducted prior to the main data collection to test the clarity, reliability, and validity of the research instruments. This step was essential to identify any ambiguities in the questionnaire and interview guide, as well as to ensure that the tools were appropriately aligned with the study objectives.

The pilot study was carried out in Galkacyo District, but specifically involved education development projects that were not included in the main study sample to avoid contamination of results. A total of 15 respondents participated in the pilot, these included school headteachers, project managers, and teachers involved in similar education development projects.

Participants for the pilot were selected through purposive sampling, targeting individuals with practical experience in the implementation and financial management of education

projects. This approach ensured that feedback on the instruments came from knowledgeable and relevant stakeholders.

The feedback obtained from the pilot study helped refine the questionnaire and interview guide by correcting unclear items, improving the logical flow of questions, and ensuring consistency in scale items. Data collected from this phase were also used to test the reliability and validity of the instruments, which are discussed in the subsequent sections.

3.8 Testing for Validity and Reliability of Research Instruments

To ensure the accuracy and consistency of the research instruments, both validity and reliability were thoroughly tested prior to the main data collection process.

Validity Testing:

Content validity was established through expert review. The researcher sought the input of academic supervisors and professionals in the field of educational project management to evaluate the relevance, clarity, and comprehensiveness of the questionnaire items. Their feedback was used to refine the wording and structure of the instrument to ensure that it

adequately captured all the key constructs related to financial management practices and project sustainability.

Reliability Testing:

Reliability was tested through a pilot study involving 10% of the sample size, who were not part of the final study. The internal consistency of the questionnaire items was assessed using Cronbach's Alpha coefficient. A Cronbach's Alpha value of 0.7 and above was considered acceptable, indicating a high level of reliability. This test ensured that the items consistently measured the intended constructs and could produce stable and repeatable results.

3.9 Data Collection Methods and Procedure

3.9.1 Data Collection Methods

Questionnaire Survey Method

The questionnaire survey method was employed to collect quantitative data in a structured manner using a series of closed-ended questions aligned with the study's objectives. This

method was selected for its efficiency, cost-effectiveness, and ability to collect standardized data from a large group of respondents within a short timeframe (Mugenda & Mugenda, 2003). The structured questionnaires were self-administered, but the researcher was available to assist respondents who experienced language or literacy barriers, particularly those who were not fluent in English.

Respondents included school headteachers, teachers, education project managers, and other stakeholders directly involved in education development projects within Galkayo District. The questionnaire was divided into five sections (A–E), each addressing a specific objective of the study. Section A collected demographic information, while Sections B to E covered constructs related to financial planning, budgeting, financial reporting, and financial control practices.

Interview Method

In-depth, semi-structured interviews were conducted to complement the questionnaire data and gain qualitative insights into the role of financial management in sustaining education development projects. This method was chosen for its flexibility and ability to explore

participants' views in detail, allowing for follow-up questions and clarification of responses (Mugenda & Mugenda, 2003).

Key informants included selected school headteachers, education project managers, and senior officers from non-governmental organizations and local government units overseeing education projects. The interviews provided deeper understanding and context regarding financial decision-making, challenges faced in project financing, and sustainability strategies adopted in the district.

3.9.2 Data Collection Instruments

Questionnaire

The questionnaire was the primary tool for collecting quantitative data. It contained closed-ended questions formatted on a 5-point Likert scale ranging from “Strongly Disagree” to “Strongly Agree.” These questions were organized to measure variables such as financial planning, budgeting, reporting, and controls. The design ensured consistency in data collection, ease of analysis, and comparability of responses.

Interview Guide

An interview guide was used to facilitate the collection of qualitative data. The guide included open-ended questions based on the study objectives and was administered to key informants. This tool allowed the interviewer to explore the participants' experiences and perceptions while maintaining consistency across different interviews. It also helped in probing for additional insights not captured by the structured questionnaire.

3.9.3 Data Collection Procedures

Before data collection commenced, the researcher obtained ethical clearance and an introductory letter from the University, authorizing the study. This letter was presented to the local authorities in Galkayo District to secure permission to engage with education stakeholders.

Once permission was granted, the researcher scheduled appointments with selected institutions and individuals. During these meetings, the purpose of the study was explained

in detail, and informed consent was obtained from each participant. Participation was voluntary, and respondents were assured of confidentiality and anonymity.

Questionnaires were then distributed to the selected participants and were either completed on the spot or collected at a later agreed-upon time. For interviews, appointments were made with key informants, and sessions were conducted face-to-face at locations convenient to the participants. All interviews were conducted in either Somali or English depending on the preference of the participant, and the researcher took notes with permission.

Completed questionnaires and interview data were securely stored and later prepared for coding and analysis.

3.10 Proposed Data Analysis Techniques and Procedures

3.10.1 Qualitative Data Analysis

Narrative analysis was used to analyze qualitative data. This approach was suitable for interpreting detailed stories and personal experiences shared by participants. It enabled the researcher to identify recurring themes, patterns, and social meanings within the data. The

analysis involved organizing the interview transcripts, identifying significant narrative elements such as personal accounts and anecdotes, and interpreting how these reflected participants' experiences and perspectives regarding community development, planning, and organizational management in Galkacyo District. This method was particularly valuable in understanding the social and cultural dynamics that influence rural development.

3.10.2 Quantitative Data Analysis

Quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 25. The analysis was carried out in two stages: descriptive and inferential statistics.

Descriptive Statistics: These included frequencies, percentages, means, and standard deviations. They were used to summarize the demographic characteristics of respondents and to provide an overview of the responses for each study variable.

Inferential Statistics: These included Pearson correlation analysis to examine the strength and direction of relationships between variables, and multiple linear regression analysis to test the effect of independent variables on the dependent variable.

Regression Analysis

a) The Multiple Linear Regression Model Used

The study applied **multiple linear regression analysis** to determine the effect of independent variables on the dependent variable (community development). The general form of the multiple linear regression model is stated as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \dots + \beta_n X_n + \varepsilon$$

Where:

Y = Dependent variable (e.g., Community Development)

β_0 = Intercept term (constant)

$\beta_1, \beta_2, \dots, \beta_n$ = Regression coefficients for each independent variable

X_1, X_2, \dots, X_n = Independent variables (e.g., Financial Planning, Budgeting, Financial Reporting, Financial Control)

ε = Error term (captures random disturbance)

This model allows for the estimation of the individual and collective impact of the predictors on community development.

Assumptions of Multiple Linear Regression and Testing Procedures

To ensure the validity of the regression model, the following assumptions were tested:

Linearity:

Test: Scatter plots were used to visually assess whether the relationship between each independent variable and the dependent variable was linear.

Interpretation: A linear pattern in the scatter plot supports this assumption.

Normality of Residuals: Test: The Kolmogorov-Smirnov test and a histogram with a normal curve were used to examine whether residuals were normally distributed.

Interpretation: A p-value greater than 0.05 in the Kolmogorov-Smirnov test indicates normality.

Homoscedasticity (Constant Variance of Errors):

Test: A plot of standardized residuals versus predicted values was used to check for homoscedasticity.

Interpretation: A random scatter of points supports the assumption of constant variance.

Multicollinearity:

Test: Variance Inflation Factor (VIF) and Tolerance statistics were computed.

Interpretation: VIF values below 10 and Tolerance values above 0.1 indicate an absence of multicollinearity.

Independence of Errors:

Test: The Durbin-Watson statistic was used to check for autocorrelation.

Interpretation: A Durbin-Watson value close to 2 suggests that residuals are independent.

Interpretation of Regression Output

R-squared (R^2): Indicates the proportion of variance in the dependent variable explained by the independent variables.

Beta Coefficients (β_i): Show the direction and strength of the effect of each independent variable.

p-values: Determine the statistical significance of each predictor. A p-value < 0.05 indicates that the variable has a significant effect on the dependent variable.

F-test: Tests the overall significance of the regression model.

In conclusion, the combination of qualitative narrative analysis and quantitative regression analysis provided a comprehensive understanding of the study topic. Regression analysis specifically allowed the researcher to determine how financial planning, budgeting, reporting, and control contribute to the sustainability of community development initiatives.

3.11 Ethical Considerations

The study was conducted on a strictly academic and volunteer basis. The researcher ensured that consent from the respondents did not end with the consent form. Instead, the researcher made several communications with the respondents to agree on the conditions of participation. Interviewees were asked to sign consent forms to "ensure the confidentiality of the interview and the use of responses for strictly academic purposes." The researcher also obtained an ERC form from the university. Before starting the data collection, the researcher communicated with the relevant authorities and obtained approval from the Municipal Council or the Mayor of Galkayo District.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter provided the presentation, analysis, and interpretation of findings based on the objectives of the study which were to establish the role of financial management in the sustainability of education development projects in Galkayo District, Somalia. By examining the role of financial planning on the sustainability of education development projects in Galkayo district, Somalia, to establish the role of fundraising practices on the sustainability of education development projects in Galkayo district, Somalia, and to assess the role of internal control on the sustainability of education development projects in Galkayo district, Somalia.

4.2 Response Rate

This study was expected to collect data from a total of 209 respondents divided in terms of 203 questionnaires and 6 interview guides. In actual terms, the researcher obtained a total of 197 questionnaires and 6 interview guides, giving a response rate of 94.3%. This response

is above the recommended rate of 70% in basic research. Therefore, it implies that the study obtained enough data, which was good enough for basing on to base conclusions and recommendations.

4.3 Demographic Characteristics

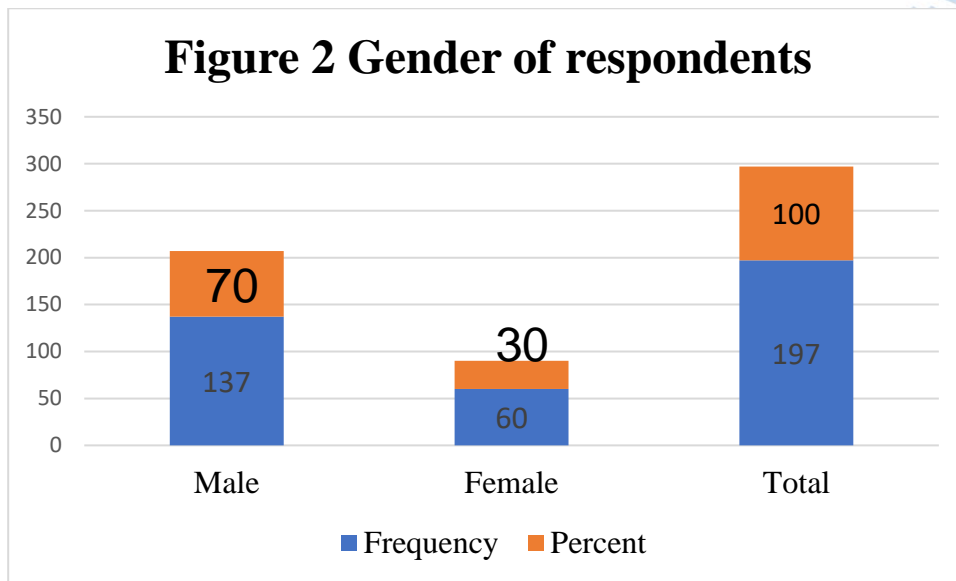
This study used frequency tables and pie charts to present results related to gender, age, education, and years of service. The demographic characteristics were obtained strictly from respondents who filled out the questionnaire

4.3.1 Gender of Respondents

This study obtained information regarding the age of respondents. The results are presented in Figure 2.



Figure 2 Gender of respondents



(Source: Primary Data 2025)

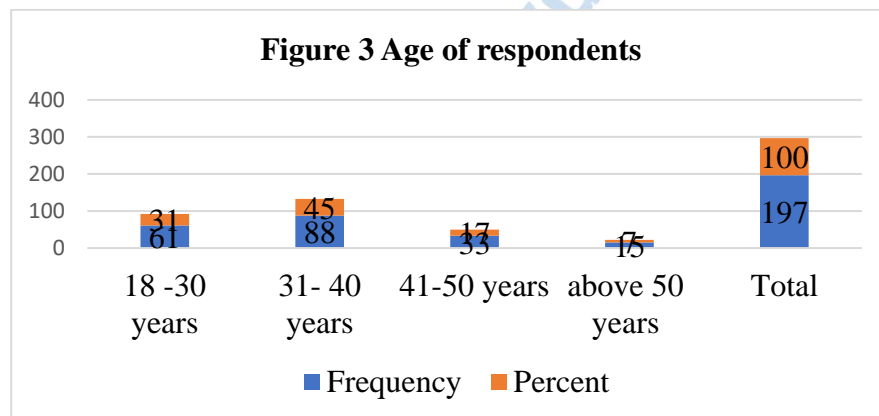
Figure 2 illustrates the gender distribution of respondents, indicating that out of the total 197 participants, 137 (70%) were male, while 60 (30%) were female. This data demonstrates a significant gender imbalance, with males forming the majority of the sample population. The higher representation of males could reflect underlying societal, cultural, or institutional

factors influencing participation, such as gender roles, accessibility, or interest in the study topic. While the data provides valuable insights, the disparity suggests the need to consider how this imbalance might affect the study's findings and their generalizability to a more gender-balanced population.

4.3.2 Age of respondents

Respondents were requested to indicate the age bracket within which they fell. These results are presented in Figure 3

Figure 3 Age of respondents



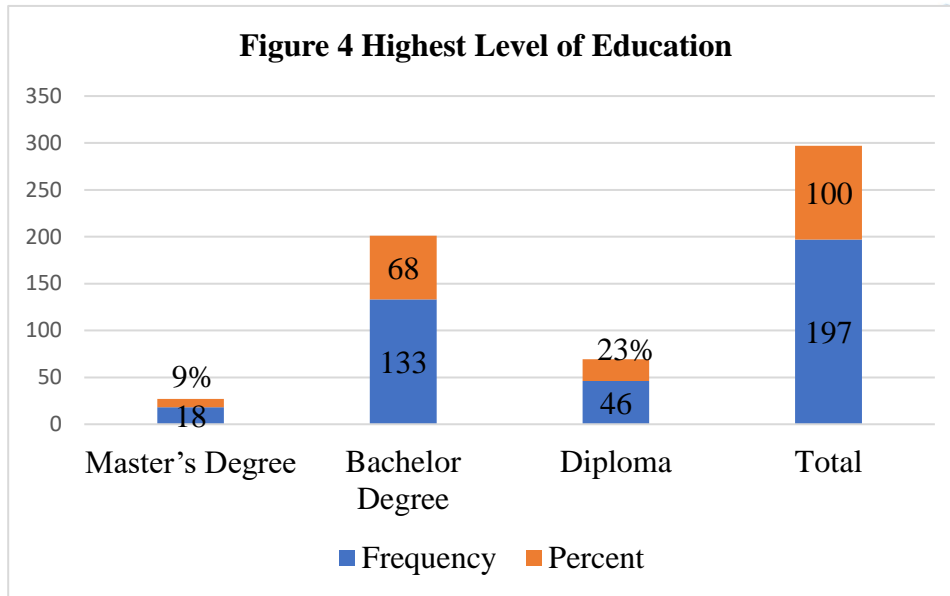
(Source: Primary Data 2025)

Figure 3 presented the age distribution of respondents, highlighting the diversity in age groups among the 197 participants. The majority, 88 respondents (45%), fell within the 31-40 age group, followed by 61 respondents (31%) aged 18-30. The 41-50 age group constituted 33 respondents (17%), while only 15 respondents (7%) were above 50 years. This distribution indicated that the study primarily engaged middle-aged individuals, with a smaller representation from older participants. The dominance of the 31-40 age group suggested that this demographic might have been the most accessible or most relevant to the study's context. The relatively lower participation of older individuals might have reflected challenges such as accessibility or limited engagement with the study topic in that age bracket. This demographic breakdown was crucial for understanding how age-related perspectives influenced the study's findings.

4.3.3 Education

Results related to the education of respondents are presented in Figure 4.

Figure 4 Highest Level of Education



(Source: Primary Data 2025)

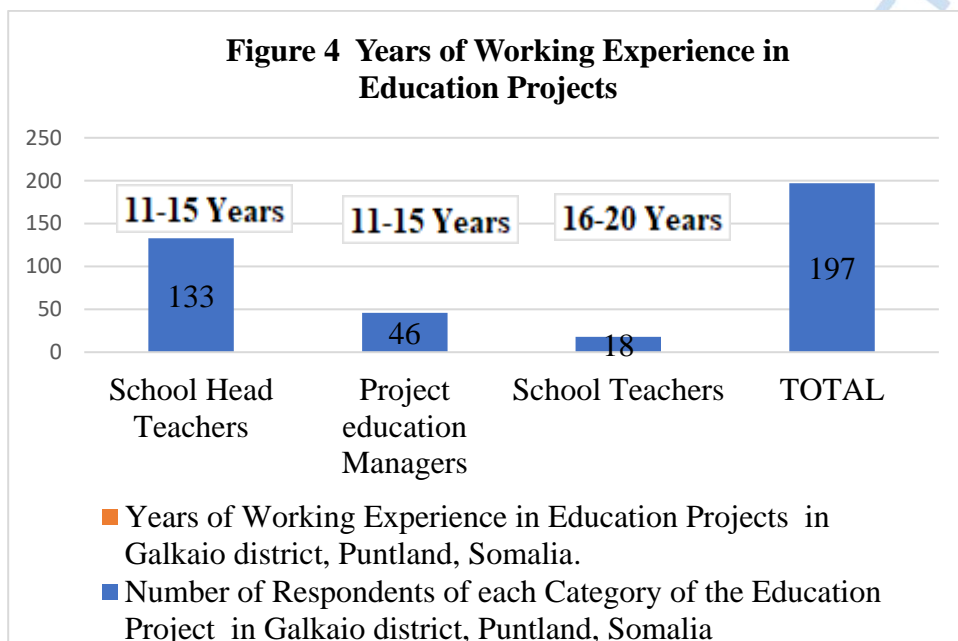
Figure 4 highlights the highest level of education attained by the respondents, providing insights into their academic qualifications. Among the 197 participants, the majority, 133 respondents (68%), held a Bachelor's degree, followed by 46 respondents (23.3%) with a diploma. A smaller proportion, 18 respondents (9.13%), had attained a Master's degree. This distribution indicated that the respondents were predominantly well-educated, with most

having completed higher education. The relatively high percentage of Bachelor's degree holders suggested that this group formed the core demographic for the study, potentially reflecting the study's focus or the population's educational trends. The smaller representation of Master's degree holders and diploma holders may have highlighted differences in access to advanced education or varying levels of professional engagement with the study topic. Understanding this educational background was essential for interpreting the respondents' perspectives and how their qualifications might have influenced the study's outcomes



Mount Kenya University

Figure 5 Years of Working Experience in Education Projects in Galkayo district, Puntland, Somalia.



(Source: Primary Data 2025)

The Figure provided an analysis of the categories of respondents involved in education projects in Galkacyo district, Puntland, Somalia, along with their numbers and years of working experience. Out of the 197 respondents, the majority, 133, were school head

teachers, each with 11-15 years of experience in education projects. This was followed by 46 project education managers, who also reported 11-15s years of experience. The smallest group comprised 18 school teachers, who notably had the most extended experience range, spanning 16-20 years in education projects. This distribution underscored the prominent roles of head teachers and education managers in the education sector of Galkacyo district, reflecting their significant involvement in planning and overseeing educational initiatives. Meanwhile, the longer experience of school teachers suggested a deep-rooted understanding of classroom-level educational challenges and opportunities. Collectively, the respondents represented a wealth of experience, contributing valuable insights into education project implementation and outcomes in the district.

4.4 Validity and Reliability Findings of Research Instruments

4.4.1 Validity Findings

To ensure content validity, the questionnaire was carefully constructed based on the objectives of the study and was reviewed by two academic experts in research methods and community development. Their feedback was used to refine and adjust ambiguous or leading

questions to ensure alignment with the study's conceptual framework. The experts assessed the instrument's relevance, clarity, and comprehensiveness in covering all dimensions of the study variables (e.g., planning, budgeting, resource distribution, and development outcomes).

In addition, a pilot study involving 10 respondents from a similar population (but not part of the actual study sample) was conducted in the Galkacyo District. The pilot study helped test the clarity, structure, and relevance of the questionnaire items. Based on the responses and suggestions from the pilot participants, minor revisions were made to improve the accuracy and clarity of some items.

Thus, the instrument was deemed to have high content validity as confirmed by expert review and pretesting outcomes.

4.4.2 Reliability Findings

To establish the internal consistency reliability of the questionnaire items, the study used Cronbach's Alpha coefficient, which measures how well the items in a scale are positively correlated to one another. Data from the pilot test (n = 10) were analyzed using SPSS to calculate Cronbach's Alpha for each construct:

Table 3 Reliability Findings

Construct/Variable	Number of Items	Cronbach's Alpha
Planning and Budgeting	5	0.81
Resource Distribution and Allocation	4	0.78
Community Participation	4	0.84
Community Development (Outcome)	5	0.86

(Source: Primary Data 2025)

The results show that all the constructs had Cronbach's Alpha values above the acceptable threshold of 0.70, indicating good internal consistency of the items.

Therefore, the questionnaire was considered reliable, and the scales used for data collection were suitable for measuring the intended variables in the study.

4.5 Descriptive Statistics

For determinations of examining the understanding of the extent of financial planning, fundraising practices, and internal control on the sustainability of education development projects in Galkayo district, Somalia., the study obtained descriptive statistics of mean and standard deviation. While interpreting these results, a mean close to 1 meant that most of the respondents disagreed, whereas a mean close to 5 meant that the majority agreed. The standard deviation was used to determine the degree of variability among responses. A value less than 1 meant low variability, whereas a standard deviation of 1 and above meant high variability.

Table 4 Descriptive Statistics in Relation to Financial Planning on Sustainability of Education Development Projects in Galkayo District, Somalia.

Statement	SD	DA	N	AG	SA	Total	Mean	SD
	(%)	(%)	(%)	(%)	(%)	Responses		
Financial planning is closely linked to monitoring and evaluating the performance of education development projects.	10 (5%)	20 (10%)	30 (15%)	79 (40%)	59 (30%)	197	3.81	1.13
Funding Sources: It involves identifying diverse funding sources,	8 (4%)	22 (11%)	35 (18%)	85 (43%)	47 (24%)	197	3.72	1.07
Project Sustainability: is	12	16	28	91	51	197	3.79	1.11

essential for ensuring the sustainability of education development projects in Galkacyo District, Somalia.	(6%)	(8%)	(14%)	(46%)	(26%)			
Capacity Building: It includes strengthening the financial management skills of local stakeholders	14	18	26	93	47	197	3.73	1.14
	(7%)	(9%)	(13%)	(47%)	(24%)			
Resource Estimation: entails determining the financial resources needed for effective project implementation.	10	20	30	80	59	197	3.81	1.13
	(5%)	(10%)	(15%)	(40%)	(30%)			

(Source: Primary Data 2025).

The descriptive statistics on financial planning in relation to the sustainability of education development projects in Galkacyo District, Somalia, highlighted the pivotal role of effective financial practices across multiple dimensions. The statement, *"Financial planning is closely linked to monitoring and evaluating the performance of education development projects,"* received strong support, with 40% agreeing and 30% strongly agreeing, resulting in a high mean of 3.81 and a standard deviation (SD) of 1.13. This underscored the importance of integrating monitoring and evaluation into financial planning for project success. Similarly, the statement, *"Financial planning involves identifying potential sources of funding, such as government grants, international aid, private donations, or partnerships with NGOs and other stakeholders,"* achieved a mean of 3.72 (SD = 1.07), with 43% agreeing and 24% strongly agreeing, highlighting the recognition of diverse funding sources as essential for sustainability.

The critical role of financial planning was further emphasized, with 46% agreeing and 26% strongly agreeing that it was vital for sustainability, yielding a mean of 3.79 (SD = 1.11). The statement on building financial management capacity for local stakeholders, including

education officials and project managers, through training and support, garnered strong agreement, with 47% agreeing and 24% strongly agreeing, resulting in a mean of 3.73 (SD = 1.14). This reflected the perceived value of equipping stakeholders with the skills to manage financial resources effectively. Lastly, determining the necessary financial resources for various aspects of education development projects received similar support, mirroring the first statement, with a mean of 3.81 (SD = 1.13) and agreement levels of 40% and 30% for "agree" and "strongly agree," respectively.

These findings collectively emphasized the critical importance of comprehensive financial planning, capacity building, and resource identification in ensuring the sustainability of education development projects in the Galkacyo District. The relatively moderate SD values across the statements suggested a general consensus among respondents, with some variability in individual opinions.

Table 5 Descriptive Statistics in Relation to Fundraising Practices on Sustainability of Education Development Projects in Galkayo District, Somalia.

Statement	SD	DA	N (%)	AG	SA	Total Responses	Mean	SD
	(%)	(%)		(%)	(%)			
Fundraising Practices	10 (5%)	15 (8%)	25 (13%)	90 (46%)	57 (28%)	197	3.84	1.10
Relationships with Donors	8 (4%)	12 (6%)	30 (15%)	95 (48%)	52 (27%)	197	3.88	1.03
Grant Writing Skills	12 (6%)	20 (10%)	35 (18%)	87 (44%)	43 (22%)	197	3.66	1.15
Community Involvement	14 (7%)	18 (9%)	28 (14%)	94 (48%)	43 (22%)	197	3.69	1.12
Transparency and Accountability	9 (5%)	15 (8%)	26 (13%)	88 (45%)	59 (30%)	197	3.86	1.08

(Source: Primary Data 2025).

The descriptive statistics in Relation to Fundraising Practices on the Sustainability of Education Development Projects in Galkayo District, Somalia highlighted the critical role of various fundraising practices in the sustainability of education development projects in Galkayo District, Somalia. The statement on the general importance of fundraising practices garnered significant agreement, with 46% agreeing and 28% strongly agreeing, leading to a mean of 3.84 (SD = 1.10). This underscored the consensus on the need for robust fundraising to ensure project success.

Building relationships with donors was emphasized as a key practice, receiving a mean score of 3.88 (SD = 1.03), with 48% agreeing and 27% strongly agreeing. This reflected the recognized importance of donor engagement for long-term financial support. Similarly, the importance of grant writing skills was acknowledged, though slightly less strongly, with a mean of 3.66 (SD = 1.15). Here, 44% agreed and 22% strongly agreed, indicating an understanding of the technical skills needed to secure grants.

Community involvement in fundraising efforts was also seen as vital, with a mean of 3.69 (SD = 1.12), supported by 48% agreeing and 22% strongly agreeing. This highlighted the

dual benefits of financial support and fostering ownership among community members. Lastly, financial transparency and accountability stood out as a fundamental element, with a mean of 3.86 (SD = 1.08). Agreement levels were high, with 45% agreeing and 30% strongly agreeing, emphasizing its role in maintaining donor trust and securing continued support.

Overall, the responses demonstrated a strong consensus on the importance of comprehensive fundraising strategies, community engagement, and financial accountability in achieving sustainable education development projects. The relatively low standard deviations indicated moderate variability in responses, suggesting a general alignment among the respondents.

Table 6 Descriptive Statistics in Relation to Internal Control on Sustainability of Education Development Projects in Galkayo District, Somalia.

Statement	SD (%)	DA (%)	N (%)	AG (%)	SA (%)	Total Responses	Mean	Standard Deviation
Role in	12	18	45	71	51			
Sustainability for Education	6%	9%	22.84%	36 %	26.40%	197	3.67	1.14

Risk Management:	10	20	49	75	41	197	3.60	1.08
Identifying Project Sustainability.	5%	10%	25.38%	38.07%	21.32%			
Compliance enhances stakeholder accountability.	16	22	39	81	39	197	3.55	1.15
Capacity Building: It includes training for staff	8	26	37	85	41	197	3.64	1.07
Monitoring Processes: continuous financial activities	12	20	47	79	41	197	3.60	1.09

(Source: Primary Data 2025).

The descriptive statistics highlighted the significant role of internal control systems in the sustainability of education development projects in Galkacyo District, Somalia. Across all dimensions, most respondents had expressed agreement or strong agreement, emphasizing

the importance of internal controls. Specifically, 36% had agreed, and 26.4% had strongly agreed on the critical role of internal controls in sustainability, yielding a mean of 3.67 and a standard deviation of 1.14, which signified broad consensus with some variability.

Regarding risk management, 38.07% had agreed, and 21.32% had strongly agreed, resulting in a mean of 3.60 and a lower standard deviation of 1.08, which indicated consistency in recognizing its importance. Compliance and accountability had seen the highest agreement at 40.61%, though 11.17% had disagreed, leading to a mean of 3.55 and a standard deviation of 1.15, reflecting a slightly broader range of views. Capacity building for financial management had garnered strong support, with 43.15% agreeing and 20.81% strongly agreeing, producing a mean of 3.64 and the lowest standard deviation of 1.07, showcasing strong consensus. Similarly, monitoring and evaluation had received significant agreement (39.59% had agreed and 20.81% had strongly agreed), resulting in a mean of 3.60 and a standard deviation of 1.09.

These findings demonstrated general agreement on the importance of internal controls for sustainability, with varying perspectives on their impact on risk management, compliance,

and monitoring. The moderate standard deviations reflected consistency in responses, though some respondents had expressed neutral or opposing views, particularly on compliance and accountability.

4.6 Inferential Statistics

The study used regression analysis to address the study objectives. A regression analysis is a statistical function used for testing a relationship between two or more variables. In this research, *positive and negative correlation* is used to indicate the nature of the relationship alongside the strength of the relationship.

4.5.1 Financial Planning and Sustainability of Education Development Projects in Galkayo District, Somalia.

Regression Analysis between Financial Planning and Sustainability of Education Development Projects in Galkayo District, Somalia

Below is the regression analysis between Financial Planning and Sustainability of Education Development Projects in Galkayo District, Somalia, using 197 respondents. The results were

presented in a frequency table format, followed by a detailed interpretation for Model Summary, ANOVA, and Coefficients.

Table 7 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.725	0.526	0.520	0.638

(Source: Primary Data 2025).

The Model Summary table revealed the strength and quality of the regression model between financial planning and the sustainability of education development projects. The R value (0.725) indicated a strong positive correlation between financial planning and sustainability. The R Square (0.526) showed that 52.6% of the variation in sustainability was explained by financial planning, demonstrating the model's explanatory power. The Adjusted R Square (0.520) accounted for the number of predictors and sample size, confirming a robust fit of the model. The standard error of the estimate (0.638) represented the average deviation of the observed sustainability values from the predicted values, signifying that the predictions were reasonably accurate.

Table 8 ANOVA (Analysis of Variance)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	42.587	1	42.587	104.525	0.000
Residual	38.382	195	0.197		
Total	80.969	196			

(Source: Primary Data 2025).

The ANOVA table assessed the overall significance of the regression model. The regression sums of squares (42.587) quantified the variance in sustainability explained by financial planning, while the residual sum of squares (38.382) accounted for the unexplained variance. With a total sum of squares of 80.969, the model explained more than half of the total variance. The mean square for regression (42.587) compared to the mean square for residuals (0.197) highlighted a strong relationship. The F-statistic (104.525) was significantly high,

and the associated p-value (Sig. = 0.000) confirmed that the relationship between financial planning and sustainability was statistically significant.

Table 9 Coefficients

Variable	Unstandardized Coefficients (B)	Standard Error	Standardized Coefficients (Beta)	t	Sig.
Constant	1.215	0.178		6.831	0.000
Financial Planning	0.528	0.052	0.725	10.224	0.000

(Source: Primary Data 2025).

The Coefficients table provided detailed information about the predictive power of financial planning on sustainability. The constant (1.215) represented the baseline level of sustainability when financial planning was absent. The unstandardized coefficient for financial planning (B = 0.528) indicated that for every unit increase in financial planning, sustainability increased by 0.528 units. The standardized coefficient (Beta = 0.725)

confirmed a strong positive effect of financial planning on sustainability. The *t*-statistic (10.224), with a highly significant *p*-value (0.000), demonstrated the reliability of financial planning as a predictor. The standard error (0.052) was relatively low, indicating that the estimate for the effect of financial planning was precise. Together, these coefficients showed that financial planning was a critical and statistically significant determinant of the sustainability of education development projects.

In summary, the regression analysis suggests a strong positive relationship between financial planning and the sustainability of education development projects. Financial planning explains over 52% of the variance in sustainability, with a statistically significant impact ($p < 0.001$). The coefficients further confirm its critical role in driving sustainability.

Indeed, this can be supplemented by one of the key informants who had this to say:

To ensure sustainability, I focus on building strong internal controls, effective financial management, and engaging the local community. I also emphasize the importance of capacity building for teachers and staff, and make sure that resources are used efficiently to

maintain long-term educational outcomes. We work with local stakeholders to secure funding and develop partnerships that support the continuity of educational programs.

Community involvement is crucial. We involve parents, local leaders, and businesses in planning and decision-making processes. Their support helps ensure that the projects are aligned with community needs and priorities. It also encourages the local community to take ownership, which increases the likelihood of long-term success and sustainability.

4.5.2 Fundraising Practices and Sustainability of Education Development Projects in Galkayo District, Somalia.

Regression Analysis between Fundraising Practices and Sustainability of Education Development Projects in Galkayo District, Somalia.

Below is the regression analysis between Fundraising Practices and Sustainability of Education Development Projects in Galkayo District, Somalia., using 197 respondents. The results were presented in a frequency table format, followed by a detailed interpretation for Model Summary, ANOVA, and Coefficients.

Table 10 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.689	0.475	0.470	0.652

(Source: Primary Data 2025).

The Model Summary table provided an overview of the strength and quality of the regression model linking fundraising practices to the sustainability of education development projects. The R value (0.689) indicated a strong positive correlation, showing that improvements in fundraising practices were closely associated with better sustainability outcomes. The R Square (0.475) explained that 47.5% of the variance in sustainability was accounted for by fundraising practices, reflecting the model's significant explanatory power. The Adjusted R Square (0.470) adjusted the R Square value for the sample size and number of predictors, reinforcing the robustness of the model. Lastly, the standard error of the estimate (0.652) represented the average deviation of observed sustainability values from the regression line, suggesting a moderate level of prediction accuracy.

Table 11 ANOVA (Analysis of Variance)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	38.418	1	38.418	90.429	0.000
Residual	42.551	195	0.218		
Total	80.969	196			

(Source: Primary Data 2025).

The ANOVA table evaluated the overall significance of the regression model. The regression sums of squares (38.418) represented the variance in sustainability that could be attributed to fundraising practices, while the residual sum of squares (42.551) accounted for the unexplained variance. With a total sum of squares of 80.969, the model explained nearly half of the total variance. The mean square for regression (38.418) was significantly larger than the mean square for residuals (0.218), highlighting a strong predictive relationship. The F-statistic (90.429), which compared these variances, was highly significant with a p-value of 0.000, confirming that the model as a whole was statistically significant. This indicated that fundraising practices had a meaningful impact on sustainability.

Table 12 Coefficients

Variable	Unstandardized Coefficients (B)	Standard Error	Standardized Coefficients (Beta)	t	Sig.
Constant	1.301	0.183		7.110	0.000
Fundraising Practices	0.496	0.052	0.689	9.509	0.000

(Source: Primary Data 2025).

The Coefficients table detailed the specific influence of fundraising practices on sustainability. The constant (1.301) represented the baseline level of sustainability when fundraising practices were absent. The unstandardized coefficient for fundraising practices (B = 0.496) indicated that for each unit increase in fundraising practices, sustainability improved by 0.496 units. The standardized coefficient (Beta = 0.689) reinforced the strong

positive effect, as it standardized the relationship for easier comparison. The t-statistic (9.509), combined with the highly significant p-value (0.000), confirmed the reliability of fundraising practices as a predictor of sustainability. The standard error (0.052) was low, suggesting that the estimate was precise.

In summary, the analysis demonstrated a significant and positive relationship between fundraising practices and the sustainability of education development projects. With a strong R-value, a substantial proportion of variance explained, and highly significant coefficients, it was clear that fundraising practices played a pivotal role in enhancing sustainability. These findings underscored the importance of effective fundraising strategies for the success of education development projects.

Another interviewee noted as follows:

We ensure proper financial planning and budgeting, monitor expenses regularly, and conduct periodic audits. This helps us stay on track and ensures that funds are allocated to areas that have the greatest impact on the project's success. Additionally, we emphasize

transparency in our financial reporting to build trust with stakeholders.

Some of the biggest challenges include limited resources, political instability, and inadequate infrastructure. We overcome these challenges by being resourceful—leveraging community support, seeking external funding, and collaborating with NGOs. We also prioritize activities that are feasible within our available resources and scale up as more support becomes available.

4.5.3 Internal Control and Sustainability of Education Development Projects in Galkayo District, Somalia.

Regression Analysis between Regression Analysis between Internal Control And Sustainability of Education Development Projects in Galkayo District, Somalia.

Below is the regression analysis between Internal Control and Sustainability of Education Development Projects in Galkacyo District, Somalia, using 197 respondents. The results were presented in a frequency table format, followed by a detailed interpretation for Model Summary, ANOVA, and Coefficients

Table 13 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.754	0.569	0.564	0.611

(Source: Primary Data 2025).

The Model Summary table highlighted the strength and quality of the regression model that examined the relationship between internal control and the sustainability of education development projects. The R-value (0.754) indicated a strong positive correlation, suggesting that improvements in internal control were closely associated with better sustainability outcomes. The R Square (0.569) showed that 56.9% of the variance in sustainability was explained by internal control, reflecting the model's significant explanatory power. The Adjusted R Square (0.564) adjusted this value to account for the sample size and number of predictors, confirming the robustness of the model. The standard error of the estimate (0.611) represented the average deviation of observed sustainability values from the predicted values, indicating a high level of prediction accuracy.

Table 14 ANOVA (Analysis of Variance)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	45.968	1	45.968	123.482	0.000
Residual	34.941	195	0.179		
Total	80.909	196			

(Source: Primary Data 2025).

The ANOVA table evaluated the overall significance of the regression model. The regression sums of squares (45.968) represented the variance in sustainability that could be attributed to internal control, while the residual sum of squares (34.941) accounted for the unexplained variance. With a total sum of squares of 80.909, the model explained a majority of the total variance. The mean square for regression (45.968) was significantly larger than the mean square for residuals (0.179), emphasizing the model's strength in prediction. The F-statistic (123.482) was highly significant with a p-value of 0.000, confirming that the relationship between internal control and sustainability was statistically significant.

Table 15 Coefficients

Variable	Unstandardized Coefficients (B)	Standard Error	Standardized Coefficients (Beta)	t	Sig.
Constant	1.112	0.170		6.541	0.000
Internal Control	0.578	0.052	0.754	11.112	0.000

(Source: Primary Data 2025).

The Coefficients table details the specific influence of internal control on sustainability. The constant (1.112) represented the baseline level of sustainability when internal control was absent. The unstandardized coefficient for internal control (B = 0.578) indicated that for each unit increase in internal control, sustainability improved by 0.578 units. The standardized coefficient (Beta = 0.754) reinforced the strong positive effect, standardizing the relationship for easier comparison. The t-statistic (11.112), coupled with the highly significant p-value (0.000), confirmed the reliability of internal control as a predictor of sustainability. The standard error (0.052) was relatively low, indicating precise estimates. Overall, these results

demonstrated that internal control played a crucial and statistically significant role in enhancing the sustainability of education development projects.

In summary, the regression analysis revealed a strong positive impact of internal control on the sustainability of education development projects. The model explained 56.9% of the variance in sustainability, with a highly significant relationship ($p < 0.001$). The coefficients showed that internal control substantially enhanced sustainability, confirming its critical role in ensuring the long-term success of education development projects in the Galkacyo District, Somalia.

***Interviewee:** We assess the effectiveness through regular monitoring and evaluation. This includes reviewing student performance, gathering feedback from teachers and parents, and comparing actual outcomes against the project's goals. We also use surveys and focus group discussions to gather input from beneficiaries and adjust our strategies based on the results.*

***Another Interviewee said:** We provide continuous professional development through training workshops and seminars, focused on both teaching skills and new educational*

technologies. We also foster a supportive environment where teachers can collaborate, share experiences, and learn from each other. Additionally, performance evaluations are conducted regularly to identify areas for improvement and provide targeted support.



CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presented a Summary, conclusions, and recommendations based on the findings about the objectives of the study, which were to establish the role of financial management on the sustainability of education development projects in Galkayo District, Somalia. By examining the role of financial planning on the sustainability of education development projects in Galkayo district, Somalia, to establish the role of fundraising practices on the sustainability of education development projects in Galkayo district, Somalia, and to assess the role of internal control on the sustainability of education development projects in Galkayo district, Somalia. The chapter also highlights areas for further research.

5.2. Summary of Result Findings

5.2.1. Financial Planning and Sustainability of Education Development Projects in Galkayo District, Somalia

The analysis revealed that financial planning plays a pivotal role in sustaining education development projects in the Galkayo District. Respondents expressed strong agreement on the integration of financial planning with monitoring and evaluation practices. They emphasized the importance of identifying diverse funding sources, such as government support, international aid, and partnerships, as crucial to long-term sustainability. Moreover, planning for project continuity and building financial management capacity through training were widely endorsed. The identification of necessary financial resources also emerged as a key factor. Overall, the findings underline the significance of financial planning in ensuring project success and resilience.

5.2.2. Fundraising Practices and Sustainability of Education Development Projects in Galkayo District, Somalia

Findings on fundraising practices highlighted the critical role of diverse and strategic fundraising methods in sustaining education development projects. Participants strongly agreed on the overall importance of fundraising for achieving project goals. Developing relationships with donors was considered a crucial strategy for securing long-term support. Additionally, the necessity of technical skills in grant writing was emphasized. Community involvement was recognized not only for its financial contribution but also for promoting ownership and local engagement. Transparency and accountability in financial matters were identified as essential for maintaining donor trust. In general, the study indicated widespread recognition of the importance of donor engagement, community participation, and sound fundraising practices in enhancing sustainability.

5.2.3. Internal Control and Sustainability of Education Development Projects in Galkayo District, Somalia

The study findings emphasized the essential role of internal control systems in the sustainability of education development projects. Respondents acknowledged the value of internal control mechanisms, especially in enhancing accountability and managing risks. Risk management practices and compliance procedures were viewed as critical components for project success. While most participants agreed on the importance of accountability, there were mixed views regarding the consistency of its implementation. The role of capacity building in financial management also received strong support. Additionally, monitoring and evaluation mechanisms were perceived as complementary to internal controls. Overall, internal control was considered a key contributor to sustainability, particularly in areas of risk reduction and financial oversight.

5.2.4. Regression Analysis between Financial Planning and Sustainability of Education Development Projects

The regression analysis confirmed that financial planning has a significant positive relationship with the sustainability of education development projects in Galkayo District. The model demonstrated that financial planning accounts for a substantial proportion of the variation in project sustainability. The relationship was statistically significant, indicating that sound financial planning practices are strongly linked to better sustainability outcomes. This finding reinforces the idea that proactive budgeting, resource allocation, and financial foresight are vital for long-term success and continuity of development efforts.

5.2.5. Regression Analysis between Fundraising Practices and Sustainability of Education Development Projects

The regression analysis established a meaningful and positive relationship between fundraising practices and project sustainability. It showed that effective fundraising efforts substantially influence the sustainability of education projects. The model indicated that a

significant portion of the variation in sustainability outcomes can be attributed to the quality of fundraising strategies. These results underscore the importance of donor relationship building, grant proposal development, and financial transparency as essential strategies for sustaining education initiatives in the district.

5.2.6. Regression Analysis between Internal Control and Sustainability of Education Development Projects

The analysis demonstrated a strong and statistically significant relationship between internal control practices and the sustainability of education development projects in the Galkayo District. The results indicated that effective internal control measures—such as risk management, compliance protocols, and financial oversight—are critical predictors of sustainability. The model explained a substantial proportion of the variance in sustainability outcomes, affirming that robust internal control systems contribute significantly to the long-term success and operational efficiency of educational projects.

5.3. Conclusion

This study concludes that financial planning, fundraising practices, and internal control systems play a pivotal role in the sustainability of education development projects in the Galkayo District, Somalia. The findings clearly show that stakeholders strongly acknowledged the importance of strategic financial planning, particularly in aligning resources with project goals, integrating monitoring and evaluation, and building financial management capacity. These aspects were seen as fundamental for ensuring that projects are not only initiated but also maintained and scaled effectively.

Fundraising practices were also identified as vital to project continuity. The study revealed that establishing strong relationships with donors, improving grant writing capabilities, and involving the community in fundraising efforts significantly enhanced both financial support and community ownership. Transparency and accountability in managing funds were emphasized as essential elements for sustaining donor trust and engagement.

Similarly, internal control systems emerged as a cornerstone of sustainability. Respondents highlighted the need for effective risk management, regular monitoring, and capacity

building in financial oversight. Although some variation was noted in perceptions of compliance enforcement, the broader consensus affirmed the critical role of sound internal controls in ensuring the effective use of resources and long-term project stability.

Furthermore, the study's regression analysis confirmed the strength of these relationships. Improvements in financial planning, fundraising, and internal controls were consistently associated with enhanced sustainability outcomes. This evidence reinforces the conclusion that education development projects are more likely to succeed and endure when built upon solid financial planning, active and transparent fundraising strategies, and rigorous internal control mechanisms.

In essence, the study highlights a clear pathway for project implementers and policymakers: to prioritize and invest in integrated financial systems and governance practices to promote the sustainable delivery of education services in the Galkayo District.

5.4. Recommendations

Based on the study's findings, the following recommendations are proposed for each study variable/specific objective, with clear policy and managerial guidance to enhance the sustainability of education development projects in Galkayo District, Somalia:

1. Financial Planning

Policy Recommendations:

Policymakers should develop and enforce national guidelines that require all education development projects to integrate detailed financial planning components—including budgeting, monitoring, and evaluation—during the project design stage.

Establish a national policy framework mandating the inclusion of sustainability strategies in financial plans for donor-funded projects.

Managerial Recommendations:

Project managers should institutionalize financial planning processes that include routine forecasting, financial risk assessments, and periodic financial reviews.

Capacity-building workshops should be organized for project staff to improve competencies in financial planning, monitoring, and resource allocation.

2. Fundraising Practices

Policy Recommendations:

Government institutions should provide a clear policy on public-private partnerships (PPPs) to encourage private sector participation in education financing.

Create local regulations that simplify NGO registration and facilitate access to donor networks and alternative funding sources.

Managerial Recommendations:

Project teams should develop diversified fundraising strategies, including improved grant writing, establishing donor databases, and engaging diaspora communities.

Build strong relationships with potential funders through regular communication, transparent reporting, and showcasing impact.

3. Internal Control Systems

Policy Recommendations:

Introduce and enforce standardized internal control frameworks for all education development projects operating in the district.

Mandate periodic financial audits and compliance checks by relevant regulatory bodies to promote accountability.

Managerial Recommendations:

Project administrators should implement internal control procedures focusing on risk assessment, fraud prevention, and financial accountability.

Invest in staff training on internal audit procedures, compliance management, and ethical financial conduct.

4. Transparency and Accountability

Policy Recommendations:

Develop and implement public financial disclosure policies for all donor-funded education projects to increase stakeholder trust.

Government agencies should facilitate regular stakeholder forums for reviewing financial performance and sustainability issues.

Managerial Recommendations:

Project leaders should maintain open communication with stakeholders by publishing periodic financial and performance reports.

Adopt digital tools that allow real-time financial tracking and reporting to promote transparency.

Contribution to Existing Knowledge

This study expands the existing body of knowledge on project sustainability and financial management in fragile and post-conflict settings. It offers context-specific insights into how

strategic financial planning, diverse fundraising practices, and robust internal control systems contribute to the long-term success of education development projects. The findings serve as a valuable reference for policymakers, development partners, and practitioners designing sustainable interventions in Somalia and similar environments.

5.5. Areas for Further Research

Drawing from the findings of this study, several areas emerge for further research to deepen understanding and enhance the sustainability of education development projects in Somalia, particularly in the Galkayo District.

Comparative Analysis of Financial Planning Models:

Future research could examine how different financial planning models affect project sustainability across various regions in Somalia. This study revealed that robust financial planning significantly contributes to sustainability, indicating the need to explore which planning frameworks are most effective in different local contexts.

Technology and Financial Management Efficiency:

Since financial planning and internal control were identified as critical to sustainability, subsequent studies could investigate how financial technologies, such as digital budgeting, automated reporting tools, or mobile accounting applications, can improve transparency, accuracy, and accountability in education projects.

Community-Based Fundraising and Local Ownership:

Building on the finding that community engagement enhances fundraising practices, future research could explore how community-driven financial strategies influence project sustainability. Investigating models of local resource mobilization and their impact on community ownership could offer practical insights.

Challenges of Internal Control Implementation:

Given the variability in responses concerning internal control systems, there is room for further investigation into the institutional and operational challenges in implementing effective control mechanisms. Studies could focus on the capacity, compliance culture, and audit practices within education development projects.

Government Policy and Regulatory Influence:

This study highlighted the importance of policy support in financial planning and control. Future research could assess how existing government policies and institutional frameworks either facilitate or hinder sound financial management practices in development projects.

Donor Engagement and Long-Term Funding Strategies:

Given the emphasis on diverse and sustainable fundraising practices, additional studies could focus on evaluating donor engagement approaches and how relationship management with funders affects long-term project sustainability.

By aligning these suggested areas with the empirical insights from this study, future research can build on current findings to refine financial management practices and strengthen the sustainability of education development initiatives in Somalia and similar fragile contexts.

REFERENCES

- Alsawafi, A., Lemke, F., & Yang, Y. (2021). The impacts of internal quality management relations on the triple bottom line: A dynamic capability perspective. *International Journal of Production Economics*, 232, 107927. <https://doi.org/10.1016/j.ijpe.2020.107927>
- Bahadorestani, A., Naderpajouh, N., & Sadiq, R. (2020). Planning for sustainable stakeholder engagement based on the assessment of conflicting interests in projects. *Journal of Cleaner Production*, 242, 118402. <https://doi.org/10.1016/j.jclepro.2019.118402>
- Carvalho, M. M., & Rabechini, R. (2017). Can project sustainability management impact project success? An empirical study applying a contingent approach. *International Journal of Project Management*, 35(6), 1120–1132. <https://doi.org/10.1016/j.ijproman.2017.06.005>
- Curtin, (2011). *The economics of public investment in education in Papua New Guinea*. University of Papua New Guinea Press.

- Dean, P. N. (1989). *Government budgeting in developing countries*. Routledge.
- Devon, R. F. (2015). Foster's paradigm surrogate and the wealth of underdeveloped nations. *Comparative Education Review*, October.
- Eicher, J. (2014). *Educational costing and financing in developing countries*. World Bank Staff Working Papers No. 655.
- Eid, M. E. M. (2019). *Sustainable development & project management*. Lambert Academic Publishing.
- Gareis, R., Huemann, M., Martinuzzi, A., Weninger, C., & Sedlacko, M. (2013). *Project management and sustainable development principles*. Project Management Institute.
- Griffin, K., & Knight, J. (2019). *Human development and the international development strategy*. Macmillan.
- Haddad, W. D., et al. (2019). *Education and development: Evidence for new priorities*. World Bank Discussion Papers No. 95. <https://doi.org/10.1016/j.ijpe.2020.107927>

- Hassan, N. A., Zailani, S., & Rahman, M. K. (2021). Impact of integrated audit management effectiveness on business sustainability in manufacturing firms. *Management Research Review*, 1–21. <https://doi.org/10.1108/MRR-10-2020-0658>
- Kerzner, H. (2014). *Advanced project management: Best practices on implementation*. John Wiley & Sons.
- Kivilä, J., Martinsuo, M., & Vuorinen, L. (2017). Sustainable project management through project control in infrastructure projects. *International Journal of Project Management*, 35(6), 1167–1183. <https://doi.org/10.1016/j.ijproman.2017.05.001>
- Larsson, J., & Larsson, L. (2020). Integration, application, and importance of collaboration in sustainable project management. *Sustainability*, 12(2), 1–17. <https://doi.org/10.3390/su12020499>
- Levy, V. (2012). *Investment in human capital: Schooling and supply constraints in rural Ghana*. LSMS Working Paper No. 93. World Bank.

- Mikkelsen, M. F. (2020). Perceived project complexity: A survey among practitioners of project management. *International Journal of Managing Projects in Business*, 14(3), 680–698. <https://doi.org/10.1108/IJMPB-07-2019-0226>
- Mir, F. A., & Pennington, A. H. (2014). Exploring the value of project management: Linking project management performance and project success. *International Journal of Project Management*, 32(2), 202–217. <https://doi.org/10.1016/j.ijproman.2013.05.007>
- Newaz, M. S., Hemmati, M., Rahman, M. K., & Zailani, S. (2020). Do employees' attributes and capabilities matter to the intention to become a supply chain manager? Structural model analysis. *Journal of Advances in Management Research*, 17(4), 433–455. <https://doi.org/10.1108/JAMR-09-2019-0317>
- Penrose, P., Gardner, T. C., & Shone, B. (2018). *Budgeting for higher education in Ethiopia*. Commission for Higher Education. <https://doi.org/10.1016/j.techsoc.2021.101749>

Project Management Institute Malaysia. (2019). PMI Malaysia Chapter (PMIMY).

Rahman, M. K., Masud, M. M., Akhtar, R., & Hossain, M. M. (2021). Impact of community participation on sustainable development of marine protected areas: Assessment of ecotourism development. *International Journal of Tourism Research*,

Schiefelbein, E. (1991). Restructuring education through economic competition: The case of Chile. *Journal of Educational Administration*, 29(4), 17–29.

Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill-building approach*. John Wiley & Sons.

Shokri-Ghasabeh, M., & Kavouosi-Chabok, K. (2019). Generic project success and project management success criteria and factors: Literature review and survey. *WSEAS Transactions on Business and Economics*, 6(8), 456–468.

Shukor, A. A. A., Newaz, M. S., Rahman, M. K., & Taha, A. Z. (2020). Supply chain integration and its impact on supply chain agility and organizational flexibility in manufacturing firms.

- International Journal of Emerging Markets*, 1–22. Tay, S. I., Alipal, J., & Lee, T. C. (2021). Industry 4.0: Current practice and challenges in Malaysian manufacturing firms. *Technology in Society*, 67, 101749.
- Tilak, J. B. G. (2019). Education and its relation to economic growth, poverty, and income distribution: Past evidence and further analysis. *World Bank Discussion Paper No. 46*.
- UNESCO. (2021). *Report on trainers' training programme in educational cost analysis and budgeting at the district level*. Ghana Ministry of Education/UNESCO/UNDP.
- Yu, M., Zhu, F., Yang, X., Wang, L., & Sun, X. (2018). Integrating sustainability into construction engineering projects: Perspective of sustainable project planning. *Sustainability*,
- Zhou, Z., Alcalá, J., & Yepes, V. (2021). Optimized application of sustainable development strategy in international engineering project management. *Mathematics*, 9(14), 16–33. <https://doi.org/10.3390/math9140016>

Zymelman, M. (2019). The burden of education expenditures and its forecast. *World Bank*, Washington.

Hörisch, J., Freeman, R. E., & Schaltegger, S. (2014). Applying stakeholder theory in sustainability management: Links, similarities, dissimilarities, and a conceptual framework. *Organization and Environment*, 27(4), 328–346. Kutty, A. A., Abdella, G. M., Kucukvar, M., Onat, N. C., & Bulu, M. (2020). A system thinking approach for harmonizing smart and sustainable city initiatives with United Nations Sustainable Development Goals. *Sustainable Development*, 28(5), 1347–1365. Mitchell, A. (2013). *Introduction to Systems Theory* by Niklas Luhmann. *Studies in Social and Political Thought*, 21(June 2010), 67–69.

Nicolaides, A. (2015). Tourism stakeholder theory in practice: Instrumental business grounds, fundamental normative demands, or a descriptive application? *African Journal of Hospitality, Tourism and Leisure*, 4(2), 1–27. Bertalanffy, L. von (1968). *General system theory: Foundations, development, applications*. George Braziller.

Freeman, R. E. (1984). *Strategic management: A stakeholder approach*. Pitman.

- McCowan, T., & Chankseliani, M. (2021). Higher Education and the Sustainable Development Goals. Palgrave Macmillan.
- Pfeffer, J., & Salancik, G. R. (1978). The external control of organizations: A resource dependence perspective. Harper & Row.
- Bertalanffy, L. V. (1968). General system theory: Foundations, development, applications. George Braziller.
- Freeman, R. E. (1984). Strategic management: A stakeholder approach. Pitman.
- Malatesta, D., & Smith, C. R. (2014). Resource dependence theory: Implications for financial management. *Public Administration Review*, 74(1), 14-25. McCowan, T., & Chankseliani, M. (2021). Higher education and the Sustainable Development Goals. Palgrave Macmillan.
- Mignerat, M., & Rivard, S. (2015). Positioning the institutional perspective in information systems research. *Journal of Strategic Information Systems*, 24(2), 129-147. <https://doi.org/10.xxxx>
- Peterlin, J., Pearse, N., & Dimovski, V. (2015). Developing leadership competencies for stakeholder engagement in sustainability-oriented organizations. Springer.
- Pfeffer, W & Salancik, G. R. (1978). The external control of organizations: A resource dependence perspective. Harper

Scott, R. (2001). Institutions and organizations. Sage Publications.

Skyttner, L. (2005). General systems theory: Problems, perspectives, practice. World Scientific.

United Nations. (2015). Transforming our world: The 2030 Agenda for Sustainable Development.

United Nations

Australian Department of Education, Skills, and Employment. (2023). Education funding and resource allocation policies. <https://www.education.gov.au>

Belgian Government Public Service for Education. (2023). Financial management in education projects: A dual-layered approach. <https://www.education.belgium.be>

Canadian Ministry of Education. (2023). Long-term financial planning in education projects. <https://www.education-canada.ca>

Ghana Ministry of Education. (2023). Community engagement in education budgeting. <https://www.moe.gov.gh>

Kenya Institute for Public Policy Research and Analysis (KIPPRA). (2019). Education financing and decentralization in Kenya. <https://www.kippra.or.ke>.

Matt, P. R. (2010). Financial planning in development projects: Key approaches and challenges. Oxford University Press.

- National Council for Population and Development, Kenya. (2023). Decentralization and financial planning in education projects. <https://www.ncpd.go.ke>
- Rajni, J. & Hiro, (2011). Principles of financial management in development projects. McGraw-Hill.
- South African Department of Basic Education. (2023). Equitable resource distribution in education.
- Swedish National Agency for Education. (2023). Performance-based financial management in education projects. Turkana County Government. (2023). Mobile schools and financial planning for nomadic communities. <https://www.turkana.go.ke>
- United Nations Development Programme (UNDP) Somalia. (2023). Financial strategies for education sustainability in Somalia. <https://www.so.undp.org>
- World Bank. (2022). Decentralized education financing in Kenya: Opportunities and challenges.
- Puntland Post. (2014). The impact of financial mismanagement on education projects in Puntland. <https://www.puntlandpost.com>
- Zemelman, M. (2019). The burden of education expenditures and its forecast. World Bank.
- Hörisch, J., M. Freeman, R., & Schaltegger, S. (2014). Applying stakeholder theory in sustainability management: Links, similarities, dissimilarities, and a conceptual framework.

Tay, S. I., Alipal, J., & Lee, T. C. (2021). Industry 4.0: Current practice and challenges in Malaysian manufacturing firms. *Technology in Society*, 67, 10174

Abag, C. (2019). Financial management role of public secondary school managers in the three cities of Batangas Province. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2M).

Ahn, E. J., & Kang, H. (2018). Introduction to systematic review and meta-analysis. *Korean Journal of Anesthesiology*, 71(2), 103–112. <https://doi.org/10.4097/kjae.2018.71.2.103>

Ajaegbo, A. N. (2020). Quality management imperatives for improving the service delivery of academic staff of colleges of education in Anambra State. *National Journal of Educational Leadership*, 5(2).

Ampongan, M. (2019). Financial management practices and coping strategies of teachers in city divisions of Bicol Region: Its impact on their performance. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2M).

Atieno, O. M. (2012). Internal control systems on financial accountability in national public secondary schools in Kenya. *European Journal of Economic and Financial Research*, 4(3).

Ballada, L. G., & Ballada, J. M. (2022). The role of principals in ensuring school effectiveness and performance: Insights from literature. *Journal of Educational Leadership and Policy Studies*, 2(1), 1–12.

Brunet-Houdard, S., Dubnitskiy-Robin, S., Pradère, B., d’Arcier, B. F., Watt, S., Le Fol, T., Bruyère, F., ... (2020). Switching to single-use flexible ureteroscopes for stone management: Financial impact and solutions to reduce the cost over a 5-year period. *Urology*, 16, 43.

Brown, R. (1827). *The Brownian models*. Formal Publishers. <https://www.education.belgium.be>

Kings, B. (2010). *Effectiveness in educational projects*. Miami Street Publishers.

Konde, M. (1997). *Financial management: Concepts and theory*. Won Book.

Casingal, C., & Ancho, I. (2021). Financial literacy challenges: The case of Filipino public-school teachers. *Jurnal Aplikasi Manajemen*, 19(4), 715–724. <https://doi.org/10.21776/ub.jam.2021.019.04.09>

Chaka, T. (2019). *School governance: Issues in education policy series*. Centre for Education Policy Development.

Chaka, C., & Nkhobo, T. (2019). Online module login data as a proxy measure of student engagement: The case of myUnisa, Moya MA, Flipgrid, and Gephi at an ODeL institution in South Africa. *International Journal of Educational Technology in Higher Education*, 16, 1–22. <https://doi.org/10.1186/s41239-019-0157-1>

Chandler, N. A., Bush, T., & Coleman, M. (2019). *Strategic management in education*. Sage Journal, 463

Clarke, R. (2008). Systems and controls for preventing misappropriation of school finances. *Journal of Educational Finance and Policy*, 3(2), 45–58

Cuenca, L. (2019). Management of fund utilization among public secondary schools. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2F).

Espinosa, F. M. (2017). Financial management practices of school heads: Teachers' perspectives. *Skyline Business Journal*, 13(1). <https://doi.org/10.22437/irje.v5i1.12815>

Gitman, L. M. (2023). *Principles of managerial finance*. Pearson Higher Education AU.

Lopus, J. S., Amidjono, D. S., & Grimes, P. W. (2019). Improving financial literacy of the poor and vulnerable in Indonesia: An empirical analysis. *International Review of Economics Education*, 32, 100168. <https://doi.org/10.1016/j.iree.2019.100168>

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

Moreno, R. C. (2019). Impact of financial literacy on the level of stress among business education students. *Luz Y Saber*, 13(2), 1–1.

Pagaduan, S. I. P. (2020). The financial literacy of Baliuag University College of Business Administration and Accounting students: Its impact on financial attitudes and practices. *Harvest*, 16(1), 1–1. <https://doi.org/10.1177/215824401772703>

Phyliters, M., Mulwa, A. S., & Kyalo, D. N. (2018). Financial management for effective schools: Bridging theory and practice through competency development among secondary school principals in Kitui County, Kenya. *International Journal of Education and Research*, 6(11), 1–18. Retrieved October 5, 2021,

Ramirez, M. E., & Amponin, M. L. (2019). Compliance of public elementary school on the financial management role in the school-based management in Taal District, Division of Batangas. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2B).

Ranganathan, A., & Aggarwal, S. (2022). An investigation on strategic management success factors in an education complex. *ScienceDirect*, 447–454.

Rimando, M. A. (2018). The mediating effect of impulse buying on the relationship between financial management and saving behavior of DepEd division personnel in Region XI. *Tinaw*, 2(1), 1–1.

Rodriguez, A. C. (2018). Personal financial management practices of secondary educators in the National Capital Region. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 2(4).

Sachitra, V., Wijesinghe, D., & Gunasena, W. (2019). Exploring undergraduates' money-management life: Insight from an emerging economy. *Young Consumers*. Salam, N., & Sedik-Salam, M. (2018). Best practices on financial management: A collaborative academic intervention in Cotabato City, Southern Philippines. *JPAIR Multidisciplinary Research*, 31(1), 139–153.

Sampal, J. (2019). Financial management capabilities of the school principals on the allocated maintenance and other operating expenses (MOOE). *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2).

Signo, G. P., Marasigan, M. E. D., & Nibay, M. A. (2019). Financial literacy, personal financial management practices, and retirement readiness of the teachers in Pedro A. Paterno National High School. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2).

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, Styles, M. C. (2018). A financial epidemic: How financial literacy affects college students' financial management practices and the debt crisis in America [Undergraduate honors thesis, East Tennessee State University]. <https://dc.etsu.edu/honors/444>.

Styles, M. C. (2018). A financial epidemic: How financial literacy affects college students' financial management practices and the debt crisis in America [Honors thesis, East Tennessee State University]. Digital Commons @ East Tennessee State University. <https://dc.etsu.edu/honors/444>

Sulaiman, N. A., Kamarudin, N. N., & Shahimi, S. (2018). Internal audit effectiveness in insurance and takaful companies in Malaysia: A study of internal auditors and auditees' perceptions. *Asian Journal of Business and Accounting*, 11(1), 1–30.

Surendar, G., & Sarma, S. (2018). Financial literacy and financial planning among teachers of higher education: A study of critical factors of select variables. *International Journal of Pure and Applied Mathematics*, 118(18), 1627–1649.

Hanif, Z., Buzdar, M. A., & Mohsin, M. N. (2018). Training needs assessment of secondary school head teachers through different stakeholders. *Journal of Educational Research*, 21(2).

Kaguri, M., Njati, I. C., & Thiaine, K. S. (2014). Financial management challenges facing the implementation of free day secondary education in Imani North District, Kenya. *Journal of Business and Management*, 16(1), 55–78.

Kinyanzii, J. M., Ombuki, C., & Kalii, F. (2019). Influence of financial management practices on the financial performance of public secondary schools in Kathiani Sub County. *IOSR Journal of Economics and Finance*, 10(2), 57–70.

Abdalla, M., Mwingi, M., Wachira, N., Okoko, J. M., & Webber, C. (2019). School leadership preparation in Tanzania. In Preparation and development of school leaders in Africa. https://ecommons.aku.edu/book_chapters/280

Amos, O., & Koda, G. M. (2018). Contribution of school-based income-generating activities in quality education provision in secondary schools managed by the Catholic Diocese of Moshi, Tanzania. *British Journal of Education*, 6(4), 49–69. <https://www.eajournals.org>

Bandur, A. (2011). School-based management developments and partnership: Evidence from Indonesia. *International Journal of Educational Development*.

Berhanu, T. (2018). Practice and challenges of financial resource management in Haddiya Zone public secondary schools [Master's thesis, Addis Ababa University]. <http://etd.aau.edu.et/pdf>

Bhoke-Africanus, A. (2015). Poverty and the challenge of quality primary and secondary school education access in Mara-Tanzania [Doctoral dissertation, Duquesne University]. <https://dsc.duq.edu/etd/74>

Aliyu, B. B. (2018). Assessment of financial management practices among secondary school principals in Kaduna State. *International Journal of Hospitality & Tourism Management*, 2(2), 22–27.

Biro, G. R. (2017). An assessment of the effectiveness of the financial management in Tanzanian government secondary schools: The case of secondary schools in Coast Region [Doctoral dissertation, The Open University of Tanzania].

Bua, F. T., & Adzongo, P. I. (2014). Impact of financial management on secondary schools' administration in Zone A Senatorial District of Benue State, Nigeria. *Public Policy and Administration Research*, 4(9), 95–104. <http://citeseerx.ist.pdf>

Chonjo, P. N. (2018). The quality of education in Tanzanian primary schools: An assessment of physical facilities and teaching and learning materials. *Utafiti Journal*, 1(1). <https://journals.udsm.ac.tz>.

Chrisantous. (2013). Financial challenges faced by head teachers of schools in the process of administration. <https://www.kenyaplex.com/resources/7277.aspx>

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*, 6(5). <https://doi.org/10.18535/ijstrm/v6i5.e101>

Ekundayo, H. T. (2010). Administering secondary schools in Nigeria for quality output in the 21st century: The principals' challenge. *European Journal of Educational Studies*, 2(3), 187–192. <http://erepository.uonbi.ac.ke/handle/11295/106077>

APPENDIX I: CONSENT FORM FOR PARTICIPATION IN RESEARCH

**TITLE: ROLE OF FINANCIAL MANAGEMENT ON SUSTAINABILITY OF
EDUCATION DEVELOPMENT PROJECTS IN SOMALIA,
A CASE OF GALKAYO DISTRICT**

Dear Participant,

I invite you to participate in a research study entitled ROLE OF FINANCIAL MANAGEMENT ON SUSTAINABILITY OF EDUCATION DEVELOPMENT PROJECTS IN SOMALIA,

A CASE OF GALKAYO DISTRICT: I am currently enrolled in the MASTERS OF PUBLIC ADMINISTRATION AND MANAGEMENT at Mount Kenya University and am in the process of writing my Master's project. The purpose of the research is to establish the role of financial management in the sustainability of education development projects in the Galkayo District, Somalia.

Your participation in this research project is completely voluntary. You may decline

altogether, or leave blank any questions you don't wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous. Data from this research was kept under lock and key and reported only as a collective combined total. No one other than the researchers will know your answers to this questionnaire. There are no direct benefits to you for participating in this research. However, you may find it interesting to talk about the issues addressed in the research and it may be beneficial to the field and to future clients or individuals who have experienced similar concerns



If you agree to participate in this project, please answer the questions on the questionnaire as best you can. It should take approximately 30 minutes to complete. Please return the questionnaire as soon as possible to enable me to complete the project report.

If you have any questions about this project, feel free to contact *the INVESTIGATOR*, FARTUN AHMED Mohamed, at +25905944134 OR THE SUPERVISOR DR. KENNEDY NYARIKI +254724404766. If you have questions about your rights as a research participant, please be in touch with the Chairman, Mount Kenya University, Ethical Review Committee,

P.O. Box 342-01000, Thika.

Thank you for your assistance in this important information.

CONSENT

I have read and understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigator's signature: _____ Date _____

APPENDICES

APPENDIX II: RESEARCH QUESTIONNAIRE

Dear respondent,

I, **FARTUM MOHAMED AHMED**, REG No.: **MPAM/2022/42261**, a student of Mountain Kenya University pursuing a Master of Arts in Public Administration and Management. As part of my requirements in partial fulfillment of the award of Masters of Arts in Public Administration and Management, I am conducting a study on “*the role of financial management on the sustainability of education development projects in Galkiaio district, Somalia*”.

Kindly allow extra time and answer the following questions. Your reaction will be kept rigorously private and might be accessed by the examination group. The data given may be utilized for scholarly purposes in this review. Thank you kindly for your time and participation. Yours Genially,

SECTION A: BIODATA FOR RESPONDENTS

Instruction: Please tick the most appropriate option.

1. Gender

	Gender	
1.1	Male	1
1.2	Female	2

2. Age

	Age bracket	
2.1	18- 30	1
2.2	31-40	2
2.3	41-50	3
2.4	51 +	4

3. Level of Education

3.1	Master's Degree	1
3.2	Degree	2
3.3	Diploma	3
3.4	Certificate	4

3.5	Others (Specify) _____
-----	------------------------

4. Position

4.1	School Head Teachers	1
4.2	Project education Managers	2
4.3	School Teachers	3

5. Years of Work Experience in Education Projects

5.1	1-5 years	1
5.2	6-10 years	2
5.3	11- 15 years	3
5.4	16-20 years	4
5.5	21+	5

Instruction: Please use the following scale to rate your degree of agreement or disagreement

(Strongly Agree is 5, Agree is 4, Neutral is 3, Disagree is 2, and Strongly Disagree is 1).

SECTION B:

		Rankings				
	The role of financial planning and sustainability of Education Development Projects in Galkayo District, Somalia	1	2	3	4	5
1.	Financial planning is closely linked to monitoring and evaluating the performance of education development projects					
2.	Financial planning involves identifying potential sources of funding, such as government grants, international aid, private donations, or partnerships with non-governmental organizations (NGOs) and other stakeholders.					
3.	Financial planning plays a crucial role in the sustainability of education development projects in Galkayo District, Somalia.					
4.	Financial planning includes building the financial management capacity of local stakeholders, such as education officials, project managers, and school administrators. This involves providing					

	training and support in budgeting, financial reporting, and financial management practices.					
5.	Financial planning involves determining the necessary financial resources required for various aspects of education development projects,					
	The role of fundraising practices and sustainability of education development projects in Galkayo District, Somalia.	1	2	3	4	5
1	Fundraising Practices: Fundraising is critical for the sustainability of education development projects in Galkayo District, as it enables initiatives to secure necessary financial resources for operations and long-term success.					
2	Building Relationships with Donors: Establishing and maintaining strong relationships with donors is essential for sustainable fundraising efforts.					

3	<p>Grant Writing Skills: Education projects in Galkayo often rely on grants for funding, making the development of strong grant-writing skills vital for securing resources from government agencies and foundations.</p>					
4	<p>Community Involvement: Engaging the local community in fundraising efforts promotes financial support and fosters a sense of ownership and sustainability through events and awareness campaigns.</p>					
5	<p>Financial Transparency and Accountability: Transparent and accountable financial management is crucial for sustaining donor trust and securing continued support, requiring the adoption of robust financial systems.</p>					
	<p>The role of internal control and sustainability of education development projects in Galkayo District, Somalia.</p>	1	2	3	4	5

1	Internal control plays a critical role in ensuring the sustainability of education development projects in Galkayo District, Somalia.				
2	Risk Management: Internal control includes identifying and managing risks that may affect the sustainability of education development projects.				
3	Compliance and Accountability: Internal control systems promote compliance with legal and regulatory requirements, as well as accountability to stakeholders.				
4), Internal control involves (es building the capacity of project staff and stakeholders in financial management and internal control practices.				
5	Monitoring and Evaluation: Internal control systems include ongoing monitoring and evaluation of financial processes and outcomes.				

APPENDIX III: INTERVIEW GUIDE

Dear Sir/Madam,

I'm a graduate student with a Master of Public Administration and Management degree at Mount Kenya University. Your participation in a brief interview at Galkayo district is an honor. This could take anywhere from 15 to 20 minutes to complete. As a result, your opinion is critical to the success of this thesis. Your responses will remain anonymous, and all information provided by you will remain confidential

Interview questions for school head teachers in Galkayo District, Somalia:


1. How do you ensure the sustainability of education development projects in your school or district?
2. What role does community involvement play in the success of education projects in Galkacyo?
3. How do you manage the financial resources for education projects to ensure they are used effectively?

Interview questions for project education managers in Galkayo District, Somalia

1. What are some of the biggest challenges you face in managing education projects in Galkacyo, and how do you overcome them?
2. How do you assess the effectiveness of an education development project?
3. How do you support teachers' professional development and improve their performance?



APPENDIX V: THE DATA COLLECTION AUTHORIZATION LETTER

Mount Kenya University 

DIRECTORATE OF GRADUATE STUDIES

MPAM/2022/46218
18th November, 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam,


RE: FARTUN AHMED MOHAMED - REGISTRATION NO. MPAM/2022/46218

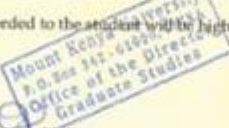
The purpose of this letter is to introduce the above named student who is pursuing **Master of Arts in Public Administration and Management** in the department of **Management** in the school of **Business and Economics**

The title of the research is **"Role of Financial Management on Sustainability of Education Development Projects a Case of Galkayo District."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **November, 2024 and January, 2025.**

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.



Main Campus, General Kafo Road, P.O. Box 542-01050 Thika.
Cell: +254 709 153 000 / +254 709 153 200
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified Institution.
Unlocking Infinite Possibilities

APPENDIX IV: CERTIFICATE OF ETHICAL CLEARANCE


Mount Kenya University

REF: MKU/ISERC/4360 Date: 11 September 2024
TO: FARTUN AHMED MOHAMED
REG: MPAM/2022/46218

Dear Sir/Madam,

RE: ROLE OF FINANCIAL MANAGEMENT ON SUSTAINABILITY OF EDUCATION DEVELOPMENT PROJECTS - A CASE OF GALKAYO DISTRICT

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3080**. The approval period is **11/09/2024 - 10/09/2025**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to comply with any additional requirements from the relevant authorities in the country where the study will be conducted.

Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

MOUNT KENYA UNIVERSITY
ETHICS REVIEW COMMITTEE
P.O. Box 342 - 01000,
THIKA

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Call: +254 708 153 900 / +254 708 153 250
Email: info@mku.ac.ke, Web: www.mku.ac.ke

MC

APPENDIX VII: SIMILARITY INDEX

FARTUN AHMED MOHAMED.docx

ORIGINALITY REPORT

15%	12%	11%	10%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Mount Kenya University Student Paper	6%
2	Stroud, Jeanine. "The Relationship Between Followers' Perceptions of Leader's Emotional Intelligence and Followers' Psychological Safety, Gender, and Tenure.", Walden University Publication	1%
3	ir.jkuat.ac.ke Internet Source	1%
4	Submitted to Kampala International University Student Paper	1%
5	ijcspub.org Internet Source	1%
6	repository.iaa.ac.tz:8080 Internet Source	1%
7	ir-library.ku.ac.ke Internet Source	<1%

FARTUN AHMED MOHAMED.docx

by Fartun Ahmed

Submission date: 15-May-2025 05:50PM (UTC+0300)
Submission ID: 2528710329
File name: FARTUN_AHMED_MOHAMED.docx (751.BK)
Word count: 20000
Character count: 125718

APPENDIX VII: MAP OF GALKACYO DISTRICT-PUNTLAND-SOMALIA

